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ABSTRACT

The purpose of this manual is to aid in bridging the gap between theory and practice in teacher education, leading both the instructor and the teacher education student toward a more functional approach to drug education as infused in the traditional public school curriculum. The monograph presents 13 case studies exposing students to a new orientation as it relates to a drug education curriculum. The case study method promotes a structured stimulus allowing unstructured responses, and encourages students to react as they would if confronted with the same situation. The cases are designed to stimulate an analysis of one's attitudes and practices as they relate to drug education and to encourage greater use of drug-related content in public elementary and secondary schools. The majority of these cases were drawn from real situations encountered by teachers in the field. Others were written specifically to spotlight critical aspects of drug education in the classroom. Each case includes: (1) case setting; (2) case theme; (3) statement of case problem; (4) student challenge questions; (5) case issues; (6) case questions; (7) case references; and (8) suggested teacher education courses. (Thirty additional readings on portfolios are suggested.) (LL)

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Abstract

President Bush declared "War on Drugs" on December 5, 1989. The subject of substance abuse appears nightly on the national news and has been labeled the nation's number one priority. Teacher education is at a cross roads. The success of teacher training institutions to meet the challenge to improve schooling and increase drug use and abuse awareness on the part of elementary and secondary students during the remaining years of this century will have a profound influence on this nation's role as leader of the free world. Never before has the success of this nation and its people been linked so inextricably to the quality of education available to young people in the elementary and secondary schools.

The purpose of this manual is to aid in bridging the gap between theory and practice in teacher education and the integration of drug education. Too often, the implications for actual practice are either postponed or eliminated from teacher education programs. The cases and practices which are offered to the student in this monograph will expose them to a new orientation as it relates to drug education curriculum. Cases in this monograph are designed to stimulate an analysis of one's attitudes and practices as they relate to drug education and to encourage greater use of drug-related content in the public schools of the United States.

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PREFACE

This monograph is written for the purpose of bridging the gap between theory and practice in teacher education and the integration of drug education. Too often, due to the stress to cover considerable theoretical content, the implications for actual practice are either postponed or eliminated from teacher education programs. The authors hope that this monograph will lead both the instructor and the teacher education student toward a more functional approach to drug education as infused in the traditional curriculum offered in American public schools.

As we approach the problem of preparing the professional teacher of tomorrow, we must clearly distinguish between techniques that are used for delivering traditional content and those necessary for infusing drug education in the school curriculum. The cases and practices which are offered to the student in this monograph will expose them to a new orientation as it relates to drug education curriculum. However, new ideas and practices often remain external to the practice of teaching in the classroom and we want to shorten that gap and stress the application of real cases and the attendant problems. This will require a fundamental shift in teacher training to include drug education as part of the preparation program for later integration within the school curriculum. We anticipate such a change will be met with some resistance, but are hopeful that the cases will provide stimulation for critical thinking and alteration of traditional teaching practices. For this reason, the cases in this monograph are designed to stimulate an analysis of one's attitudes and practices as they relate to drug education, and hopefully to encourage greater use of drug-related content in the public schools of the United States.

CWR
DJC
JRB

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CWR
DJC
JRB

INTRODUCTION

One vital objective of any teacher education program is that it should enable the individual to assume an increasing degree of responsibility for improving teaching practice within their present and future environments. To achieve this end, the pre-service teacher must develop skills in understanding behavior, possess sensitivity to the individual's needs, and allow freedom for personal growth.

The problem of how to reach this objective most effectively is the constant concern of those involved in the preparation of teachers. The authors are all too aware that well-stated philosophical ideas and ideals frequently miscarry at an operational level. How is it possible to successfully combine theory and practice in the training of teachers without treating both superficially? Answers to such questions are currently being pursued by teacher educators throughout the United States.

PROBLEM-SOLVING

It has been widely demonstrated that individual participation is one of the most effective methods of achieving communication and cooperation. Any one of several group techniques such as buzz groups, role-playing, or panel discussions might be used to effect the exploration and sharing of a variety of opinions. In contrast to these group procedures, the autocratic method may seem more efficient (i.e., responsibility and authority are clearly defined, discipline problems are reduced to a minimum, and an immediate solution can be found). However, when we consider this latter method from the viewpoint of the learning experiences inherent in participation, newfound rights of the individual, and shared decision-making, we frequently find none of these goals actually accomplished. Instead, value judgments and previous experiences interfere with new approaches. Principles of democratic interaction receive only lip-service, even though new problems often arise as a result of autocratic actions. Sometimes, administrative necessity is the rationale for a decision (fines imposed, privileges removed, suspension, etc.), with little apparent realization that it can hardly be considered helpful to the developmental process.

The major criticisms of the democratic procedure revolve around the arguments that it takes too much time, presents too many ideas, and introduces too many variables as far as individual contributions are concerned. The paradox in this situation is that the autocratic method may ultimately involve more problem-solving than would the democratic approach. Although the former may seem easier and more expedient in finding an immediate solution, the results are rarely lasting or desirable in the test of time. If the social significance of experience is to be worth while, the teacher must provide a climate conducive to freedom for growth. The person who has difficulty interacting with others, either because of his own limitations or because of imposed leadership, will not be free to participate responsibly in society. When this happens, teachers have failed in their obligation to and relationship with such a person.

It is not the authors' intention to discourage the use of any of the previously mentioned methods, but rather to help the reader gain increasing awareness of the ways in which to discuss various situations and the implications of the methods used. In actual situations such as faculty-student and employer-employee committee operations, we frequently find the appearance of shared

responsibility. But, when the facts are examined, it becomes apparent that student and employee participation is kept at a minimum, and that decisions are made by those in authority: i.e., responsibility for implementing decisions is given to those who have had no voice in the decision-making. As a consequence, communication, individual responsibility, and personal initiative break down, often to the bewilderment of the administrator or decision-maker.

Freedom for decision-making is permitted in each of the cases presented in this monograph. If the problem itself is the attainment of a goal rather than the understanding of the causes of the problem, either the autocratic or democratic point of view may be equally appropriate. However, when, in the final analysis, only new problems ensue, then perhaps the method used by the central person should be re-examined.

Thus, the reader can evaluate any conclusions in terms of personal responsibility and involvement, community pressures, and their own philosophy of teaching. As teachers analyze the rationale behind suggested actions, and compare them with others in a group situation, they can openly express their own attitudes and needs. Discussion can be free, insight into other ways of viewing problems can be gained, and ultimately, a broader understanding of the nature of the problem itself can be achieved. The risks inherent in any decision-making process are great, but our goal is not merely to have the reader find solutions to problems but, rather, to provide experiences that will encourage growth. This is the only way to insure freedom for individual thinking and creative approaches. If providing a climate of free expression can help to reduce hostility and resistance, then the personnel worker will be fulfilling his true role as educator.

THE CASE STUDY METHOD

Through personal experience in their own classes, the authors have found the case study method to be effective as a structured stimulus allowing relatively unstructured responses. Presenting a case for class and group discussion without prior assignment enables the observer to note the immediate responses of group members and the dynamics of group interaction. The case acts as a stimulus encouraging students to react as they feel they would if actually faced with the same situation. Attitudes and needs become evident, and the subsequent evaluation may lead to greater insight and growth on the part of each participant.

Another method is the assignment of cases in advance, requiring each group member to prepare a written analysis of how they would handle the problem. This serves the threefold purpose of allowing the instructor to become better acquainted with each student's philosophy, to introduce dynamic group interactions, and to evaluate the growth of each group member.

The cases have also been used as a springboard for role-playing. Class members act as the case subjects, while other students act as the central figure reacting to the problems presented. The realistic value of this method readily becomes apparent as the role-players gain insight into the total dynamics of the problem. This is especially important when one realizes how often we speak idealistically about how one would or should react in a given situation, rather than allowing ourselves to become personally involved.

Other uses for the case study approach have included promoting discussion of problem areas by PTA groups or offering opportunities for self-expression in group guidance classes.

SUMMARY

Once a person leaves the theoretical aspects of teacher training they are immediately confronted with the problem of reality; that is, adapting theory to the problems experienced in the daily practice of teaching. Sometimes, the originality and creativity of the student is stifled if limited to certain preconceived ideas stressed by the instructor as being the "right" way to handle the problem. The authors have prepared this monograph in an attempt to stimulate imaginative approaches to problems, approaches completely unhampered by the traditional bonds of conservatism or custom.

After this brief introduction, the authors present the following cases with the accompanying hope that they will prove as successful elsewhere in the future as they have for the authors in the past. The majority of these cases were drawn from real situations encountered by teachers in the field. Others were written specifically to spotlight critical aspects of drug education in the classroom. The focus of each case is two-fold: first, rather than dramatize, it seemed desirable to strip each situation to its essential points, ending with the need for a thoughtful evaluation by the reader; second, rather than limiting student thinking to specific points of concern, it is hoped that the structure will provide a freedom to examine the case's implications for teaching in its entirety.

The reader will note that each case includes one or more specific questions. If one focuses only upon an immediate solution, he may run the risk of overlooking many alternatives present in the situation. Too frequently, judgments or suggestions are made with little thought for the multiple variations inherent in the situation. The reader is encouraged to consider and to evaluate *all* possible approaches as they relate to the central person in each case. Some of the conflicts with which he may be confronted should help him attain a clearer delineation of the professional responsibilities of the personnel worker.

CASE 1

DIVORCE AND DRUGS FOR TRINA

CASE SETTING

Trina attends Kirkville High School which is located in a midwestern city of 75,000 people. The white to minorities ratio is approximately 80:20, and the student body is drawn from an even mixture of low income and middle class families. There are a number of industries, including several high-tech corporations. Kirkville High School is new, well-equipped, and both its college preparation and vocational education programs are strong.

To her classmates, Trina Duval is beautiful and talented. She has earned honor grades and memberships in the National Honor Society and "Who's Who Among American High School Students." She is a loving daughter whose traditional values and tremendous faith touch the heart of many. That is the real Trina; but not the whole Trina. (See pg. 2-3.)

On her 16th birthday, Trina's parents divorced, leaving her emotionally crushed and severely troubled. A new set of acquaintances gradually led to a departure from her keen interest in education to experiences in a drug culture. Pot smoking became the "order of the day." Through this new group, Trina was able to obtain drugs in the school stairwells and bathrooms. It was with cruel rejection of Trina by many of her teenaged friends that the serious and complicated world of social behavior took on a much greater significance than she had imagined. Trina had come to believe that her defiant and beligerent attitude would permit her to do as she pleased; all of this was no longer acceptable.

A month and a half had passed, and the buzz word in the teacher's lounge is that Trina was caught on several occasions smoking marijuana in the girl's restroom. After lunch, as she entered the classroom of her fifth period English class, her coordination was off and her speech was loud, incoherent, and jumbled. Other students watched and giggled. The pupils of her eyes were dilated and her teacher suspected she was under the influence of drugs.

CASE THEME

Drug and alcohol abuse has received considerable attention as a societal problem of extreme proportion. The negative influence of drugs on learning and its affects on classroom management are well documented. Drugs are particularly destructive to the educational environment and obviously cannot be tolerated. Documented cases of drug abuse by high school students show that many use drugs as a coping mechanism for difficult life experiences which affect self-concept and impose limits on appropriate goal-oriented behavior.

Any student who is under the influence of drugs needs to be removed from the classroom immediately. Students need to identify with their teachers. When this kind of relationship is established, troubled students will confide problems, concerns, and issues. Preventive measures require the teaching of responsible decision-making in addition to the programs of study.

Teachers and schools can lose a great deal of credibility with parents when problems are allowed to continue without notification of the parents. Teachers should assume that most parents want their children to be educationally successful.

KIRKVILLE HIGH SCHOOL

Cumulative Record

NAME: Duval, Trina

ADDRESS: 007 Forest Drive

FATHER: Elwood Duval * OCCUPATION: Lawyer

MOTHER: Rebecca Duval * OCCUPATION: Housewife

SIBLINGS: Barry Duval (20)

AGE: 17

HANDICAPS: None

FORMER SCHOOLS: Crestview Elementary
Carr Junior High

DATE ENTERED JHS: August 21, 1987

GENERAL HEALTH: Good

TEST RECORD:

Intelligence Test	Form	Lang IQ	Non-Lang IQ	Total	Date	Grade
California Test	Level 1H	151	149	150	5/8/83	3
of Mental	Level 3	149	147	148	4/29/87	7
Maturity	Level 4	141	145	143	5/3/90	10
PSAT				155	10/10/90	
ACT				29	11/15/90	
SAT				1487	11/4/90	

NATIONAL MERIT SCHOLARSHIP FINALIST

---

* Parents are divorced

ACADEMIC RECORD: (year averages)

Grade Level:	(1)	(2)	(3)	(4)	(5)	(6)
Citizenship		5	5	5	5	5
Reading	4	4	4	4	4	A
English				4		A
Spelling		4	4	4	4	A
Writing	4	4	4	4	4	A
Social Studies				5	5	A
Arithmetic	5	5	5	5	5	A
Science	5	5	5	5	5	A
Music	4	4	4	4	4	B

KEY:

1 Child is working below grade level
2 Child is working below grade level, but is making progress
3 Child is working at grade level
4 Child is doing excellent work at grade level
5 Child is working above grade level

Grade Level:	(7)	(8)	(9)	(10)	(11)	(12)
English	A	A	A	B	B	
Social Studies	A	A	B			
Mathematics	A	A	A	C		
Algebra				C	C	
Biology					C	
World History					C	
Exploratory	A	A	B			
Physical Ed.	B	B	B		D	

CASE PROBLEM

Given the series of tragic events in Trina's life, what steps would you take? What professional help would you seek to provide remedy for Trina? What might you do to help Trina's classmates deal with issues of drugs so that they would not view the drug problem any less than serious?

STUDENT CHALLENGE QUESTIONS

1. What is the role of the teacher when drug abuse is evident in the classroom?

2. What is the role and responsibility of school personnel toward parents and social agencies?

3. If a parent-teacher conference is needed, how would you plan for the conference? Data and information needed?

4. Who would appropriately advise on the need for family counseling and therapy for the Duval family?

5. Should a law enforcement body be notified for involvement as an intervening strategy? If so, how might this be conducted and who should have the authority for this act?

6. Should the school assume the leadership role in bringing the community together to discuss the problem and to search for alternative solutions?

CASE QUESTIONS/ISSUES

Treating serious problems requires teachers who are firm, yet sensitive and fair; consistent, yet caring; and tough, yet tender. Although this somewhat difficult case of Trina is certainly challenging, it can also be most rewarding. Helping Trina to deal and cope with what appears to be insurmountable odds and to secure a support system for a fulfilled life is the essence of the personal dimension of teaching.

1. Reflect on the various problems and issues described in this case of Trina Duval. Which are of most concern to you? Why are they of concern? What actions would you take to obtain the necessary knowledge and skills to become more comfortable with this type of problem? Identify and prepare a plan of action for teachers in drug cases.

2. Interview teachers in elementary, middle, and senior high school. Identify which of the problems discussed in this case is most prevalent in the schools where they teach and how they respond to this problem. Note particularly if there are any patterns in the types of problems that seem to occur at different levels of education. If so, what are they?

3. Identify several articles or books that deal with drug and alcohol abuse in the schools. What are some behavioral characteristics that can be used to identify individuals who are involved in substance abuse? Identify and prepare a program that has been researched and found to be effective in preventing abuse.

4. How would you organize and implement an interpersonal class meeting where students are allowed to express their feelings and frustrations in building support group for Trina? Prepare a project sheet that will identify an interpersonal program.

5. While some parents may demonstrate hostility toward teachers, many others feel defeated and powerless. Successful parent-teacher conferences do not just happen. How would you organize and plan a parent-teacher conference? Develop a plan for parent-teacher conferences.

6. What responsive role do teachers have in helping students like Trina who are on drugs get referrals to select persons and/or agencies with the expertise and resources to help them?

7. According to recent studies, many teachers have come to learn that they must deal with both prevention and intervention, recognizing that each approach has different implications for different students. Why is it necessary for teachers to acquire knowledge and skills in dealing with drug education?

8. Why is it that some prevention programs may be inappropriate for adolescents, because this is a period of experimentation, exploration, and curiosity?

CASE REFERENCES

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SUGGESTED TEACHER EDUCATION COURSES

Multicultural Issues in Education
School and Society
Topics: Transmitting or Developing Values
Classroom Management, Control, Discipline, and Learning
Social/Personal Problems Facing Today's Youth

CASE DEVELOPED BY

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CASE 2

USING STUDENTS AS PEER LEADERS/VOLUNTEERS IN CAMPUS DRUG EDUCATION PROGRAMS

CASE SETTING

For years the war against drugs has been waged all over the country with varying degrees of success and intensity. Every segment of society has been adversely impacted by the degenerative effects of illicit drugs and drug trafficking. Drug use and abuse have reached alarming rates across the country, particularly on college and university campuses. As part of the multi-faceted war against drugs, the college communities have dedicated critical resources to stem the tide of this devastating waste of valuable human resources.

Smart University was founded in 1950. The university, brought to life soon after the depression, provided a setting in which the young men and women in an Appalachian state could give expressions to their hopes and aspirations. The university is a liberal arts college offering degrees on the undergraduate and graduate levels. The university's enrollment is approximately 6,500 and growing.

Smart University is located near the small community of Dover. The nearest city is 20 miles away, which is the capitol city. It is located 15 miles to the south of an air and missile training base.

CASE THEME

The question: Is it feasible to use students as peer counselors/ volunteers in a campus drug program?

The use of volunteers in community agencies is at least as old of a concept as is that of organizations themselves. Volunteers who were previously viewed by most agencies as liabilities are now sought after as valuable assets. College students can be very effective in reaching other students and assisting them to overcome tremendous barriers. As students, they probably share the same pressures and conflicts of daily living as experienced by their peers; thereby, establishing their credibility. Moreover, peer educators may reflect the cultural diversity of the campus environment.

CASE PROBLEM

Because of their day-to-day contact with students, peer leaders/volunteers are in a unique position to act as support groups for students seeking help for personal problems related to alcohol and other drugs. They can provide limited consultation and refer students directly to other program services and community support groups. Peer leadership programs have been found to have an immediate and positive effect on college students' daily environment. It narrows the cultural gap between students thus allowing values, decision-making, and information on the effects of alcohol and drug use to be discussed in a less threatening atmosphere. It also provides a different perspective for those student who find it difficult to talk with faculty or other adults or people in positions of authority. The availability of peer leaders/volunteers on college campuses facilitates the flow of information from informed

sources (peer leaders) to potential alcohol and substance abusers. Peer leadership programs have been proven to be a successful, cost effective method of implementing campus-wide prevention activities.

STUDENT CHALLENGE QUESTIONS

1. How would you get students involved in a campus-wide drug education/prevention program?

2. What would be incentives for working in a drug education program?

3. Will the granting of course credit persuade the students to work gratis?

4. Would special ceremonies or programs of recognition persuade students to participate?

5. How do you get students to "open up" and discuss concerns about substance abuse?

6. Should only students in a particular field of study be permitted to serve as peer leaders/volunteers?

7. How do you approach students who are alleged to have serious drug problems and have been referred by someone who wishes to remain anonymous?

8. Should students have prior training or counseling in order to work as peer leaders/ volunteers?

CASE QUESTIONS/ISSUES

Discuss the qualifications for peer leaders/volunteers:

1. Must have completed one course in Human Growth and Development or General Psychology, and Mental Hygiene.

2. A sincere desire to help students who are seeking information about drugs and alcohol.

3. Attend all on-campus training workshops for peer leaders/volunteers.

4. A commitment of three hours per week of services within the drug center.

5. Coordination and implementation of co-sponsored and campus-wide programs for large group audiences.

6. Development of posters, flyers, and brochures for campus- and community-wide awareness campaigns.

7. Research and review production of abstracts for inclusion in informal brochures and leaflets.

8. Should peer leaders/volunteers explore their own alcohol and/or drug usage?

9. Should abstinence be a requirement for this position?

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SUGGESTED TEACHER EDUCATION COURSES

Student Personnel Administration in Higher Education
School and Society
Topics: Social/Personal Problems Facing Today's Youth

CASE DEVELOPED BY

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CASE 3

REBEL WITH A CAUSE:
CLASSROOM TEACHER INVOLVEMENT IN DRUG PREVENTION

CASE SETTING

Union, a small city of approximately 30,000 people, has been described by its citizens as a "bedroom community," a blue collar community, a middle-class community, and by its chamber of commerce as a "flowering city." Its early setting as home to the large Shawnee nation is seen in its established institutions, street names, and pride in its historical thrusts and promotions.

It is located near the southern border of a midwestern state that gained statehood through terms of the Northwest Ordinance. It is part of a regional area which is less than twenty miles from a larger city, though not its suburb. It has no ties with other fast-growing suburbs in the area. It is the county seat to the township and to incorporated and unincorporated nearby communities.

The demographics of Union reflect a large blue collar group employed largely outside the city. Smaller clusters of "first families" are scattered in pockets of the city and join with a professional group located largely in one area of the city. Farming families are sizeable and viable to the economic well-being of Union. An African-American population of approximately 10 percent is located primarily on the south side of the city. Citizens who qualify for low income housing and free lunches for children in school are scattered throughout the city, with some areas more heavily populated than others. Other ethnic groups bound by religion, language, or other cultural mores tend to blend into the community without distinct location or housing patterns.

Governmental policies are entrusted to an appointed city manager, elected city commissioners, and an elected mayor, who meets with the city commission. The Union Chamber of Commerce, an association of businessmen, promotes the welfare of the city. It offers membership to local civic organizations as well. An important part of its activities includes supportive relationships with the school district. A recent campaign promoting growth and development of the city and schools, touted the slogan "Union is Flowering." The schools similarly put on a public relations campaign with the theme "Union Schools are Flowering, Too."

The police department has worked with the schools for several years promoting programs such as those dealing with meeting strangers. It, however, has not been successful in Union, as in other nearby communities, in getting its DARE (drug prevention program) approved by the Union Board of Education as an appropriate supplementary program for fifth graders (the target group in Union Schools).

Schooling in Union is provided by three parochial schools and the public school system. Additionally, a small number of families have chosen home schooling, an option that has grown in recent years.

There are approximately 7,000 students enrolled in Union's city schools. They are housed in six elementary buildings with 500-600 pupils in each; in two junior high schools and one high school. The pupil-teacher ratio averages 19:1 regular classroom teachers, K-12. This ratio

does not include the special education and vocational students and teachers. There is one resource person for every 100 students. This staff includes Title I teachers, media specialists, nurses, counselors in every building, a speech and hearing therapist, physical education and music teachers. Instructional aides function largely in media and in a highly structured Readiness Kindergarten, Kindergarten, and first grade program designed to provide intervention strategies for identified learners.

Busing has been a key component in the school system for more than 25 years. It voids the de facto segregation and the separate but equal concepts that existed before the "Brown vs. Topeka Board of Education" Supreme Court decision. Of the total enrollment, approximately 11 percent are of minority descent. Of the certified staff, approximately 15 percent are minority and 80 percent are women.

The five elected Board of Education members represent a stratified picture, consisting of two male holders of doctorate degrees, one physician, and two women, one a retired Board employee. It rarely reflects a unanimous vote on policies pertaining to curriculum and educational administration. Two members consistently have similar voting patterns on issues relative to curriculum and instructional roles that are seen as infringement of parent rights, affirmative action as promotion for the non-qualified, and isolated linguistic patterns in adopted curriculum as amoral and to be censored. Their support of "right wing" philosophy is associated with the national CEE (Citizens for Excellence in Education) group. These members view the Board as being watchdogs over curriculum adoptions which usurp parent responsibilities to incubate values in children, to teach decision making according to parent instruction, and to keep family matters private. The Board differences have delayed approval of a drug awareness or prevention program and specifically failed to reach a vote that would permit the curriculum office to proceed with implementation of a program. Consequences for use of alcohol and/or drugs are spelled out in the Union City School Policies Handbook, however.

CASE THEME

King School is one of the six elementary schools in the Union City Schools. Its school population averages around 500 students each year. There are 27 teachers, including two with learning disabled classes (one for the developmentally handicapped and one for Title I classes). Fourth, fifth, and sixth graders who qualify for gifted education participate in the district program and spend one day a week in the building that houses the program. All classes operate using the continuous progress concept in reading and math. Upper grade teachers departmentalize to the extent that teachers may spend a portion of the day teaching specific subjects on several grade levels.

Test scores on the Iowa Tests of Basic Skills designed to assess growth in the fundamental skills (listening, vocabulary, word analysis, reading, use of language, and mathematics) traditionally rank King students highest in the district. The Cognitive Abilities tests designed to assess abilities related to verbal, quantitative, and non-verbal reasoning and problem-solving are administered in second, third, and fourth grades. It is not unusual for King parents/guardians to request conferences with the principal to receive the profile narrative offered for each child regarding results reported as standard age scores, percentile ranks, and stanines by age--an indication of parent interest.

The school population draws largely from three residential areas, farm communities, two apartment complexes for medium to low income families, and a comparable number of minority students from an outlying area. Two of the residential areas consist of families with strong beliefs that support education as shown by volunteerism in the school and by support for school levies. Many parents at King have attended school beyond high school and have college or specialist credentials. The relationships between home and school are strong.

The Parent-Teacher Organization is a viable group which has for years raised sizeable funds to supplement the school's programs. Individual parents and guardians show a cooperative spirit throughout the year, whether it is Grandparents' Day, American Education Week, the annual festival, or working with children and computers in a kindergarten class.

Without a district- or School Board-approved program on drug prevention, teachers at King have given minimum attention to drug concepts and only as prescribed in health and science manuals. King parents had little concern that the elementary school appeared to be indifferent to this social ill. They were unaware that knowledge gained in the K-3 grades should be the foundation for all future substance abuse prevention education, and that by the end of the third grade the curriculum should be drug-specific and should have already discussed four substances --alcohol, tobacco, marijuana, and cocaine--in some detail, as well as introduced students to the dangers of inhalants. They were unaware of recommended knowledge goals for early childhood education such as:

Know what drugs are.
Know the differences among foods, poisons, medicine, and illegal drugs.
Know that some medicines can be harmful.
Know school rules regarding drug use.

or for upper elementary grades which include knowing:

Ways to identify specific drugs.
Ways drugs affect different parts of the body.
The social influences that promote drug use: advertising
peer pressure
family
community
The consequences of drug use by minors.

CASE PROBLEM

One group of parents was surprised when they learned that a new boy at King School had shown a marijuana joint to a group of fifth and sixth graders on the playground. They were equally surprised after talking to the principal and learning that all supplementary programs required Board approval and that although teachers welcomed some programs, including an American Heart Association program, material would have to be dissected by the Board before endorsement. Parents were unaware of the obstacles that held the DARE (Drug Abuse Resistance Education) program sponsored by the State Association of Chiefs of Police in limbo for at least two years. They saw no options for a drug prevention program through routine channels for a drug curriculum.

With the imminent threat of drugs at their school, a selected group of parents at King reacted by selecting a spokesperson to consult a sixth grade social studies teacher. The spokesperson had been a teacher herself and, in collaboration with the enthusiastic and flexible teacher, sought an alternative route to drug awareness and prevention in the classroom. The two outlined a scheme for integrating a literature selection with social studies topics with appropriate themes. The focus would be woven around building responsibility, decision making skills, and caring attitudes, without the title or label "drug prevention."

BACKGROUND INFORMATION: DRUG AWARENESS AND PREVENTION

1. The causes of substance abuse are multiple.

2. Prevention efforts focused on a single strategy or technique will probably fail.

3. Some strategies have minimal effects dealing with drug problems and include:

   a. Educator scare tactics ("drugs lead to death")
   b. Objective information absent of value-laden concepts ("make students discreet consumers")
   c. "Responsible use" (may be seen as condoning)
   d. Open-ended decision making activities (may confuse the issue)
   e. Decision making is never value-free and should not rely on the student's personal instincts

4. Supplementary alcohol-drug related programs must be adopted by the school district.

5. In 1988, 40 states had mandated substance abuse education.

6. Most substance abuse programs involve parent notification.

7. Topics which promote family and self-disclosures may lead to unexpected repercussions.

8. Honest dialogue is an important aspect of drug education.

9. Children will eventually make choices, and it is important that these choices be based upon family and community standards and upon knowledge and respect for the law.

10. A 1987 Weekly Reader survey found that television and movies had the greatest influence on fourth through sixth graders in making alcohol and drugs seem attractive.

11. The survey found the most important reason for using alcohol and marijuana in this age group to be to "fit in with others."

STUDENT CHALLENGE QUESTIONS

The development of unit plans for integrated social studies-literature lesson plans uses Kenneth Graham's Wind in the Willows. The antics and relationships of the late 19th century animal characters are compared and contrasted with the pupils' neighborhood (real world), foreign cultures, or ancient cultures studied in the social studies scope and sequence of plans. Creation

and implementation of plans shall provide appropriate objectives and experiences directed toward drug prevention and drug awareness interactions without reference to the unit as a drug prevention program. The student-in-training simulates the rebel with a cause--rebelling in the absence of a drug curricula despite a national call by the U.S. Department of Education for drug prevention programs, and despite the fact that $61 billion a year is spent on the war against drugs and the problem grows. In comparison, approximately $5 billion is spent on public education. The challenge is formidable as were those that Ulysses met.

The plan will show specific strategies for teaching children about resisting pressure: how to "say no" in precarious situations; resistance to social pressures to use drugs; expanded social opportunities that separate adolescents from parents; access to drugs, alcohol, and tobacco; how drugs affect motor activities; choosing and making friends; consequences for breaking rules and laws; the rewards for making successful decisions; and self-esteem.

SUGGESTIONS FOR TEACHERS

Children in grades 4-6, ages 9-12, are extremely vulnerable. With slowed down phsycial development, they are able to focus more on intellectual, emotional, and social development. Without too much criticism or too many poor grades, they like school. However, for children with problems this is a critical time relative to decisions about the future. They are easy prey to the lure of drug selling and use, seen as temporary and immediate escapes.

Another characteristic is that of becoming independent. This age group increasingly seeks to make choices on their own and spend more time with friends or on their own, though still close to their families. They begin to dress alike and create cliques, jokes, and code words in an attempt to belong. Poor communication with families make youth vulnerable to influence of their peers, whose behavior may include drug use.

Social studies themes and good literature are inseparable and with guidance, children are able to recognize issues and concerns that affect people of all ages, places, and times (social studies) through various genres of literature. While Graham's Wind in the Willows was selected for this case, there are many other books that may be used to replicate the goals of the unit. Their genre include biography, historical fiction, myths and legends, folk and fairy tales.

Some social studies themes or understandings that mirror the children's own lives, place them in other cultures, guide them through other time periods, isolate them from differences in climate and land forms, and take them on adventurous journeys in grades 4-6 follow:

1. Regions are settled by many different groups.
2. The work of neighborhoods, communities, and regions is carried out through organized groups.
3. Settling a new region may require people to make changes and sacrifices.
4. People settle in a region for various reasons.
5. Environment affects man's way of living.
6. Human society is characterized by change.
7. When people have been enslaved or repressed they often rebel in violent or extreme ways.
8. There have always been conflicts among humans.

9. Groups are often the victims of discrimination, and prejudice because of age, sex, race, religion, or social class.
10. Values of groups can negatively affect non-members of the group.
11. Ethnic diversity and racial diversity have advantages and disadvantages.
12. People have found ways to adjust to surroundings.
13. Wherever man has lived he has created beliefs and traits which enabled him to satisfy his physical and social needs.
14. Leaders emerge when individuals are able to articulate the goals and wishes of the group.
15. Rules and laws reflect the basic values within a society.
16. Education is one of the most important resources of a people.

LITERATURE INTRODUCTION: DRUG AWARENESS AND PREVENTION

Kenneth Graham's Wind in the Willows was written as a collection of stories to amuse his young son during the early part of the Industrial Revolution. It is a commentary on good and evil in modern society that paralleled British society at the time. The satiric fable show a humorous and exciting animal society allegorical in style and credible in characterization and setting. The animals behave as human; live in societies true to their nature; obey the laws of nature; and simulate the society of man. Each chapter relates an adventure which can stand alone as a story in itself with themes that range from humor to fear, from friendship to reflection, from frustration to pride, and from failure to success.

The author lived during the onset of the Industrial Revolution and its productivity. He knew about the middle-class mercantilism and saw the down-hill trend of an agricultural society amidst scientific thought and religious doubt. He honored the hierarchy of the family and society and expressed it in satiric fantasy in the stories showing the strength of the middle class in English society of the periods. The animals reveal the virtues of loyalty, sacrifice, decency, understanding, and sharing which form the cement of society. Singly, each animal represents a social type: (1) Mole the field worker, the digger--the honest working man, (2) Water Rat, wise about currents and water movement, described as uneducated by Toad in one of his temper tantrums--the Bourgeois shopkeeper, (3) Toad, the adventurous, never ceasing to boast, the impossible--the wealthy, the would be country gentleman, (4) Badger, the dependable, big, and stout--rival to Toad, fairly wealthy, conservative farmer, and (5) the outcast revolutionary Stoats and Weasels of the Wild Wood, the border Otter families, and flocks true to their nature--average citizens of the woods.

The fable, as a narrative, normally uses talking animals or inanimate objects to personify good and bad, wisdom and foolishness in simple plot patters and teach a lesson. As a satire, each animal represents a social type. The plot patterns woven throughout are (1) wise beast-foolish beast, (2) journey into isolation, and (3) confrontation with a monster, whereby the monster may be rejection, peer pressure, alienation, selfishness, hate, prejudice, drugs, or other deviations. Strengths of the animal characters can be seen in their relationships as they overcome odds in the manner in which they resist pressure, have peer refusal skills, weigh decisions, show responsibility, prove friendship, respect laws, show caring attitudes, make sacrifices, make long-range plans, recognize the costs for illegal acts, honesty, and accept the worth of oneself. These same skills and attitudes are included in the citizenship goals for today's 9-12 year old students in the social studies affective domain. Thus, they are appropriate practice content.

CASE QUESTIONS/ISSUES

1. To know how to retain one's individuality, still belong to a group of peers, and deal with peer pressure.

2. To help children develop understanding of bad behavior and how to withstand peer pressure for conforming.

3. To develop strategies and skills for coping with stress as it relates to drug use.

4. How would you help students assess the credibility of information?

5. How would you help students develop coping strategies for dealing with rejection, frustration, disappointment, and failure?

6. What process is best used to understand short- and long-term consequences in making decisions?

7. What strategies are most effective in helping children develop healthy friendships?

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SUGGESTED TEACHER EDUCATION COURSES

School and Society
Social Foundations of Education
Early Childhood Education, Language Arts

CASE DEVELOPED BY

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CASE 4

CULTURAL DIVERSITY: IT DOES MAKE A DIFFERENCE!

CASE SETTING

Johnstonia, a midwestern city, with a population of 800,000, has undergone many significant changes in the last few years. Johnstonia is a progressive community and is rated among the top ten fastest growing cities in the United States. It has an average unemployment rate and consists of blue- and white-collar workers, with its diverse industries and businesses. It is considered the "insurance capital of the world." One of the Big Ten's major universities is located in Johnstonia and several private and public universities and colleges are located in the suburbs of Johnstonia.

Johnstonia recently hired a new superintendent, after the abrupt resignation of the former superintendent due to pressure from various groups within the community. The district was in a critical state with an avalanche of devastating statistics:

> The dropout rate had reached 38 percent.
>
> Only 54 percent of the 1984 ninth graders graduated on time four years later.
>
> During one grading period (during the former superintendent's tenure), 65 percent of the ninth graders had a D or an F average and 60 percent of all high school students had a D or an F average.
>
> Poor elementary school children were running 10 or more months behind other children in reading and math.

These were alarming statistics for a district that had once considered itself progressive, up-and-coming, and even had been nationally recognized. The Black community got active in school politics, as did the two political parties and the Chamber of Commerce. The pressures on the school board became both more diverse and more intense. School morale was at an all time low due to the massive reorganization of the district in all areas, including administrative, teaching, and staff positions. Dr. Golden, the first Black superintendent, had a smooth transition, with parents, the school board, and private industry supporting his nomination. The new superintendent, with his honest and frank management style, was able to increase the morale of the employees and gradually the morale within the district began to improve. Dr. Golden has enjoyed a long "honeymoon" due to the collaborative efforts of the school board, the community, and the district.

The Johnstonia school district implemented the "Effective School" program which includes: alternative schools with specialized instruction focusing on the arts, French concentration, reading, science, math, and theater; the PEEK in-school program for student with behavioral problems; all day kindergarten programs; and the HIP school - responsible for the education of students with severe behavioral problems that have been expelled from other schools within the district. These programs have helped to make the Johnstonia school district one of the best in the state.

CASE THEME

As with most major school districts, one of the issues that must be addressed is the education of diverse cultures. Dr. Golden is deeply concerned about the lack of minority teachers in the district, specifically at the elementary level. Most preservice teacher programs are designed to help teachers better understand the cultures of various groups that they might eventually teach. However, these courses do not enhance the teachers' ability to teach children who are members of these different groups. Teachers are expected to teach a variety of learning styles, cultural and ethnic backgrounds, with limited resources and administrative support.

CASE PROBLEM

Dr. Golden received a letter from irate parents regarding their child's education in the district. The letter read:

Dear Dr. Golden:

Our son, Jason Jacobs is a third grade student at John Glenn Elementary. He is a good student; however, this year his performance has been on a steady decline. Prior to this year, Jason loved school and maintained a B average. Now he hates school, and he shows little interest in his favorite subject, reading. To compound the situation, he has become a discipline problem and has already been suspended for the second time this year.

We are concerned about Jason's performance and the lack of sensitivity to his individual needs by his teacher, Mrs. Blossom. My husband and I have met with her continually throughout this process, and she maintains that she is doing her job and the problem is with Jason. Mrs. Blossom states that Jason is not cooperative, does not comply with a reasonable request, and does not adhere to time constraints for completing tasks. We have also talked to the principal who wholeheartedly supports Mrs. Blossom.

We have tried to contact school board members, however no one responded. Our only recourse was to contact you. Dr. Golden, Jason comes from a good family. My husband has a degree in psychology. We are deeply concerned about Jason's progress in the district and are considering a private school. Obviously, Mrs. Blossom is not willing to address the unique learning styles of Black students. The principal would not move Jason to another classroom because she said the other third grade classes are full!

Dr. Golden, we solicit your help in this matter. We do not wish to move Jason as the school is a good school and close to our home! There are three Black males and one Hispanic in Jason's class and they have all been labeled discipline problems! Aren't teachers supposed to address the unique needs of students from diverse cultures? Are we to allow these children to "fall through the cracks?" Isn't education supposed to be for all students!!

We hope to hear from you in the near future.

Sincerely,

Concerned Parents - Mr. and Mrs. Jacobs

Dr. Golden reread the letter twice, and then his concern turned to anger. He began some investigating of his own, and the information supported his worst fears. The Johnstonia district was not addressing the needs of students from diverse cultures. The statistics showed that out of the 50,000 students in the district, 20 percent were from diverse cultures (African Americans, Hispanics, Asian Americans, and Native Americans). Yet of the suspensions, 65 percent involved minority students. The statistics for expulsions were similar. The data showed that Black males had dramatically higher suspension, expulsion, retention, and dropout rates, and dramatically lower grade point averages. They were often labeled as behavior problems, slow learners, and truants.

Dr. Golden decided to contact Mrs. Blossom and requested that she meet with him in his office. Mrs. Blossom was a veteran teacher of 15 years with an impeccable record. He wanted to know the rationale behind the suspensions of Jason Jacobs. On the day of the meeting, Mrs. Blossom arrived at Dr. Golden's office at 3:30 p.m. with her file on Jason Jacobs. After the official greetings, Dr. Golden began to question Mrs. Blossom:

Dr. Golden: Hello, Mrs. Blossom. I am glad you could meet with me today. I requested your presence today, as I received a letter from Mr. and Mrs. Jacobs regarding their son, Jason. Could you please provide me with pertinent information including his performance level, attitude, social development, and overall performance?

Mrs. Blossom: Hello, Dr. Golden. I took the liberty of bringing my files on Jason since you informed me the meeting would be concerning Jason. Jason is a likable eight year old, with many friends. He is a social being and performs extremely well in group settings. Jason was a good student, B range, but has steadily dropped throughout the year. His average in most subject areas is a C or a D. He does not adhere to time constraints and often daydreams in the classroom. He is rather rambunctious at times, but generally he will follow directions.

Dr. Golden Mrs. Blossom, why did you recommend that Jason be suspended?

Mrs. Blossom Dr. Golden, Jason often does not complete assignments, and he will day dream and socialize with his cohorts in crime, Billy and Jose.

Dr. Golden Is Billy an African American?

Mrs. Blossom Yes. His grandmother is raising him because his mother is on crack. Actually, I believe the grandmother does the best she can, however, Billy is very hyperactive.

Dr. Golden Let me see if I understand you correctly. You recommended that Jason be suspended because he failed to complete assignments and occasionally emitted aberrant behaviors within the classroom?

Mrs. Blossom Yes. As I explained to Mrs. Lucas, the principal, most of my assignments must be completed independently. I write the daily assignments on the board, and it is the student's responsibility to complete the assignments as I instruct

various groups (reading, math) throughout the day. Jason loves to read and will spend most of his time reading items that interest him. He also enjoys drawing and instead of completing his assigned tasks, he will create illustrations of characters and develop short stories about the characters. This is totally unacceptable behavior. I expect all students to complete the assignments, on regular notebook paper or pages in their workbooks, without any pictures, stories, etc. These students have to learn that they must conform to the norm!

STUDENT CHALLENGE QUESTIONS

1. If you were Dr. Golden, what strategy would you employ with Mrs. Blossom?

2. How would you handle these specific issues?

CASE QUESTIONS/ISSUES

Handling cultural issues is a demanding and sensitive challenge to teachers and administrators.

1. What options are available to Dr. Golden?

2. Determine whether the superintendent should be held accountable for the actions of the teacher?

3. How can the district create an attitude and atmosphere for cultural inclusion for all groups within the school setting?

4. Is it possible for the school experience to closely reflect those realities of pluralism and cultural diversity which exist within the society itself?

5. Is it possible to transform the schools so that male and female students, exceptional students, as well as students from diverse cultural, social, racial, and ethnic groups will experience an equal opportunity to learn in school?

6. In the restructuring of the learning process, what strategies should teachers utilize to address the issue of multicultural education?

7. Assess the position taken by the principal in this case. Did he handle it appropriately?

8. Determine what resources are available to the community at large relevant to multicultural education. Will these resources assist in the reduction and elimination of prejudice?

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SUGGESTED TEACHER EDUCATION COURSES

Foundations of Education
School and Society
Multicultural Education

CASE DEVELOPED BY

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CASE 5

HELPING A TEACHER UNDERSTAND AND AID A DISCOURAGED CHILD

CASE SETTING

This case record was written by a second grade teacher who had Clayton Smith as one of her pupils in school year 1987-88. Mrs. Brown is one of two second grade teachers in a small elementary school (325 pupils-16 teachers) in the southeastern United States. Although the school itself is in a rural setting, the majority of the parents work in the adjoining metropolitan area. A few families have small farms, but the income generated from these farms is not sufficient to support a family. Thus, the parents have second jobs that permit them to keep their farms. The school operates under the supervision of a county board of education.

Mrs. Brown, Clayton's teacher, wrote the case study as the major part of the requirements of a graduate education course offered nearby. The course, and others like it, had its inception in the county superintendent contacting a nearby university and asking that several courses be offered that might enable teachers to upgrade their skills. This particular course required that participating teachers gather significant data about one child, read professional literature that focused on the normal growth and development of school age children, and combine the material from these two sources by using four separate processes so that the meaning from these two sources could be synthesized and internalized by the case writer.

Mrs. Brown was one of ten teachers who met weekly as a group to share their case records, to share the meaning of the professional literature they were reading, and to go through the processes described above. A consultant from the nearby university served as group leader. His main task was to see that participants were faithful in recording data each week from a variety of sources, making sure that each participant had the opportunity to read "these anecdotes" from the variety of sources to be cited below, and to facilitate the group's members going through the prescribed processes. The overall goal of these processes was to enable teachers to see the world through the eyes of one pupil, as well as through the eyes of a teacher.

CASE THEME

Appropriate teaching strategies to assist children with self-concept problems must be developed for use in kindergarten through sixth grade.

CASE PROBLEM

Clayton Smith is the youngest of three boys. He was retained in the first grade, but is now in the second grade and is reading on the second grade level. Clayton is a very quiet child who never volunteers answers. He seldom speaks, except in reading groups or when called upon. I find Clayton very interesting because he seems to be in a little world of his own. When called upon, he never seems to be aware that someone is speaking to him. When he is not asked to speak, he sits quietly, showing no emotions and giving no indication that he is tuned in to what is happening in the classroom.

At the beginning of this year, Clayton never had his work finished. He was always the last to finish any assignment. After conferences with his parents, the reasons for his behavior became apparent. His father is an alcoholic. His parents are divorced, and he lives one week with his father and then one week with his mother. Often, he doesn't get to bed until very late. In conferences, his father confessed he never wanted a third child and resents him.

He is presently being counseled along with the entire family. He is finishing assignments. He doesn't always have his homework, but lately I've actually seen him smile. He is still very quiet and occasionally doesn't "hear" when his group is being called, but he is progressing well.

I selected Clayton Smith because he seems to be in a world of his own. When his reading group is called, he doesn't "hear." His work is seldom finished or completed, and it sometimes "disappears." This hasn't happened for a long time until last Friday - two papers disappeared.

NAME:	Smith, Clayton	
PLACE OF BIRTH:	Southeastern United States	
DATE OF BIRTH:	07/21/78	
FATHER'S OCCUPATION:	Salesman of chemical supplies	
MOTHER'S OCCUPATION:	Teacher	
SIBLINGS:	Two brothers (ages 10 and 13)	
TEST RECORD:	Kindergarten	Metropolitan Readiness Level II Form P Score - Average to High (66%) - 57 Raw Score
	First Grade	Iowa Test of Basic Skills 1st year - Composite Score 2.1 - 62% Was retained in first grade for a second year 2nd year - Composite Score 2.8 - 84%

Clayton's weakest area in the first grade (the first year) was spelling, according to his grades. This was the year his parents' problems first became evident. According to his first grade teacher, most of the spelling is done at home; and Clayton never had his spelling homework or knew his words for the two spelling tests during the week. His teacher said his problems were evident before his parents' divorce - it just compounded them.

September 15

Clayton's mother asked for a conference. She said it was urgent that we talk. Clayton had been missing recesses to do his homework. He was not completing his assignments and getting farther and farther behind.

Clayton's mother informed me of their divorce. She explained his one week with her/one week with his father. She explained the father's alcoholism. She admitted that the problem started years ago - when the father never wanted "another" child and never seemed to accept Clayton. She feels Clayton's "protection" is to withdraw into his own "little world."

Mrs. Smith felt I needed to know these things to better understand and empathize with Clayton.

January 9

Clayton came to reading group when called and on time today. He read with fluency and expression. He never looked up, even when finished. He seems to be avoiding eye contact with me and the other three children in his group.

At 2:30 p.m., we had our "Friday Film Feet" until 3:00 p.m. He laughed several times. He watched intently. He seemed to enjoy it, as did the others. He didn't talk to anyone during the film.

Clayton didn't have his homework today. This was his week with his father. He seldom has his homework when he stays with his father. He made the worst grade yet on a spelling test - a D. When he got his papers for the week, including his spelling test, he seemed unaffected. Clayton didn't have his name on his work.

January 15

After lunch, while the children were finishing their work, I called Clayton back to the reading table to talk. I talked very quietly as I often do with others. I asked him the following questions and got the following responses:

Mrs. Brown:	Clayton, what do you do when you get home?
Clayton:	Sometimes I do my homework. Sometimes I watch TV or go to the store. Sometimes we rent movies.
Mrs. Brown:	Do you rent movies at both mom's and dad's house?
Clayton:	Yes.
Mrs. Brown:	What sort of movies do you rent?
Clayton:	All kinds. Especially scary ones.
Mrs. Brown:	Do they make you have bad dreams?
Clayton:	Yes. I have bad dreams a lot.
Mrs. Brown:	Where do you like to stay the most?
Clayton:	At mom's.
Mrs. Brown:	Why?

Clayton: Well, I feel scared at dad's sometimes. Someone shot a BB through the window of the living room and his girlfriend's car window.

Mrs. Brown: Do you ever feel lonely?

Clayton: Yes. Not too much, though.

Mrs. Brown: What do you wish for when you feel lonely?

Clayton: That mom and dad would get back together again. *(There were tears in his eyes.)*

Mrs. Brown: Do you think they will?

Clayton: No.

Mrs. Brown: Do you feel any of it is your fault?

Clayton: No.

I assured him he could talk to me anytime he needed to and that sometimes I would call him to "chat" again because I love him and want to help. He smiled!

It was time to go to art. I also told him not to worry about the few sentences he had left to write of his work as I had used his time. He smiled.

Also, Clayton didn't have his homework today. He didn't put his name on several of his papers.

January 17 Recess
Clayton wanted to play basketball. He chose to start one-on-one with the most popular boy in class. Soon six to eight children joined the game. Clayton ran around (with a smile on his face) but didn't seem to be very aggressive. He got the ball once, but another child "talked him out of it."

Clayton didn't have his homework today. Clayton didn't sign his papers.

January 20
I asked Clayton the following questions:

Mrs. Brown: What do you like about school?

Clayton: Lots of things. I like reading. I like math. I like recess. *(He seemed sincere.)*

Mrs. Brown: What do you dislike about school?

Clayton: Not much. *(I assured him he wouldn't hurt my feelings or make me angry. He then continued.)* Sometimes the work is very hard. I think

cursive is hard - but I think I do good in it. I try my best on the hardest work.

Mrs. Brown: Do you ever feel important in school?

Clayton: *(No response. He shrugged his shoulders as if: "I don't know." I asked him what he would change, if he could.)* Nothing, I like it the way it is.

Mrs. Brown: What do you dream about?

Clayton: Helping people, poor people. I dream about scary things. *(I asked him for an example of one of his scary dreams; he couldn't express himself.)*

January 21
Recurring patterns - no homework. Forgetting to turn in finished work. These recurring patterns happen on the average of two to three times a week. Have noticed that they are usually on the weeks he stays at his dad's.

January 22 Recess (outside)
Clayton informed me that he and his brothers have jobs to do at their dad's house. They have to make their own beds and clear the table.

He told me that he didn't see his dad's girlfriend all the time. (He seemed to like her.) He said she was as pretty as his mother. (He seems to be opening up. He seems to want to talk more often. I have noticed he is relaxing.) When he finishes his work, he gets up now and looks at the gerbil and fish.

Clayton didn't sign his papers today.

January 23
He came to school with all of his reading workbook finished up-to-date. (He seemed to be in a good mood.) He was cleaner than usual today, sometimes he is a little disheveled looking - hair uncombed, smudges on his cheeks. He usually looks tired.

He passed on his turn for show-and-tell. He shook his head "no" when it was his turn.

We reviewed eight of the letters we learned in cursive today. We wrote 25 words in cursive. (The children learned cursive just before Christmas.) The children had only written a few words in cursive until today. Clayton did very well. He's making, on the average, mostly B+'s and A's in cursive - he made mostly C's in printing.

January 25
I asked the children, as part of their seat work, to write about "I feel sad when..." Clayton's paper was very short. He said: "I feel sad win my dad gits mad...win I git scard."

Recurring pattern - I've noticed that Clayton doesn't put his name on his papers. Also, I often ask if there are any more papers. Clayton says nothing. I often have to go to his desk to check - there they are.

January 26
Clayton seems to have trouble keeping up with the class in English today. He was still working when the rest of the class was ready to do the back of the page.

Clayton didn't turn in his work when asked, "Are there any more papers?" I asked him to look in his desk. He did, his papers were there, finished. His response: "Oh, oh, oh! I forgot!"

January 27
We had the "Everybody Counts" program from 9:00 a.m.-10:00 a.m. in our classroom. This program deals with handicaps. The instructors show films concerning children with handicaps. This program dealt with deafness devices, diagrams of the ear, etc. Children were taught some sign language. Clayton "signed" his name. He had a big grin on his usually expressionless face. He interacted well with the others in his group of 13 children.

Clayton came to school without lunch money. He searched and searched for his lunch money. I asked him if he'd found his lunch money. He shrugged his shoulders. He didn't answer "yes" or "no". I asked him if he wanted to charge it. He said "yes" with an expressionless look on his face.

I collected all the papers. Clayton's wasn't there. I asked in general, "Are all the papers in?" He didn't answer. I said, "Clayton, have you turned your math paper in?" He looked puzzled, but looked in his desk. He had stuck it in his desk instead of turning it in. His name wasn't on his paper.

Clayton hugged me and patted me before he left today.

January 28
Clayton paid for his lunch and his lunch charges promptly.

He had his homework.

Clayton lost his place in the reading book several time during reading group.

Clayton was behind in his work. He and two more had to stay in during recess to finish their work.

January 29
Clayton made 100 percent on his spelling test. He made a D last week, quite an improvement.

He got 80 out of 100 correct on a 100-fact addition test with a five-minute time limit.

Clayton talked low with the little girl who sits in front of him. He seemed to be explaining something to her. This is the first time I've observed him talking to a classmate during seat work.

Clayton hugged me as he left for home.

He spent this week at his mom's house.

February 1
Clayton didn't have his lunch money today.

He seemed to just sit and stare many times during seat work this morning. He wasn't finished when we went to lunch. He couldn't seem to concentrate. When I asked him if anything was wrong, he shrugged his shoulders and said, "I don't think so."

He seemed happy when he came back from gym class.

He walked around me on his way home today. Many children hug me on their way out.

February 2 11:00 a.m.
Clayton is supposed to be doing his seat work (math 2-digit addition). He's sitting, resting his head on his right hand. He's gazing around the room. He kept opening and closing his desk as though he didn't know what to do. I said, "Clayton, we're doing our math, the pages are on the board." He quickly opened his desk and got his math and began working.

February 2 1:00 p.m. Assembly Program
Clayton was intently watching the play on stage. He sat quietly. The audience got a little noisy between groups. Clayton still sat quietly. He sat with his legs crossed, and he sat on top of his crossed legs. Clayton's brother was in the seventh grade play. Still no reaction from Clayton.

During reading groups, I asked questions after the children had read silently. Clayton thought and thought and then answered slowly. At this and other times, he seemed to be a slow thinker, but he gives good answers.

February 3
Clayton is spending the week at his dad's house. He had homework today, but the wrong homework. His homework is barely legible. Very messy.

He didn't have any lunch money today.

February 4
Clayton had his homework today. He also had lunch money for today, but not for his charges. I said, "Remember, you owe for yesterday's lunch." He said, "I know" with no expression.

He worked very hard on his work today.

February 5
Clayton worked today without ever seeming to stop. He finished with the class with five to ten minutes to spare. He didn't have his name on his work again today. He often looked in his desk as though he couldn't find something, seem to give up, and then try again later.

February 9
Clayton seemed to be daydreaming during work this afternoon. He didn't say a word again when I asked if all of the papers were in. His weren't. It was time to go to the library. He stayed with me and finished his work. He handed them in. No name. Smiling, I said, "You keep forgetting that name, don't you?" He said, "Um-hum."

There was an order to doing his seatwork that he hadn't followed. He hadn't done number one first. It was too late - it was erased. I asked them why he hadn't done them in order - he said he forgot to look. He didn't express sadness or unhappiness about this. He just sat the last ten minutes of library period with me and looked around.

February 10

Clayton had a confrontation with Jason today. Clayton never has words with anyone. The children came hurriedly into the classroom saying that Jason and Clayton had a fight while lining up to come inside. I asked them to wait outside the door. I asked each of them to tell me what happened. Jason said Clayton hit him, so he hit him back. Clayton said Jason came running up and got in front of him; so he pushed him out of line, and Jason hit him.

February 11

Clayton didn't turn in his math paper. He spent the last 30 minutes of the day, during educational television, doing his math paper.

Ms. R., the art teacher, came out of her room, while my class stood in line, purposely to talk about Clayton. She asked me if he was having trouble in class. She said he just wasn't producing in her class. She felt he ought to see a psychiatrist. I told her the whole family is, she seemed relieved.

February 13

The first assignment of the day was for the class to copy a short poem from the board - written in cursive. After that the projects or assignments were listed on the board and explained in detail. They were to be finished by lunch. They had plenty of time to finish. Clayton hadn't copied the poem. When questioned about it, he acted as though he didn't know what I was talking about.

Mrs. Brown: Clayton, what were you doing while others copied the poem?

Clayton: I don't know.

Mrs. Brown: Do you ever look around, see what others are doing, and what you should be doing?

Clayton: Yes.

He didn't seem to be eager for more conversation at this time.

He did his poem during recess. It was very messy.

Clayton hugged me, his arms full of books, etc. as he left for home.

February 19

Clayton came back to school today after having been absent two days. He had a note from his mother saying he had had a throat infection.

Clayton worked well today. He finished on time. Each time he finished an assignment, he brought it to me. I asked him if he forgot something. He looked at his paper - said "Oh!" - took his paper back to his seat and added his name.

February 20
Clayton worked well today. (He seemed to be in a good mood.) He smiled at me many times.

I received a note from his mother. She said Clayton hadn't brought his conference form home for her to sign. She said she'd still like to have a conference if it wasn't too late and that his father would like one, too. On Mrs. Smith's note, she said Clayton was definitely making progress and commended me for all the love and help (or assistance) I'd given him this year.

I set up conferences for both she and the father. I called Clayton up to get the notes for conferences. I explained what the notes were for and to be sure to take them home this afternoon. I gave him one for each of his parents. He said, "It'll be several days before I see my father, Mrs. V." I told him that that was fine. I didn't want to take the note back and take away his privilege of delivering the note to his father.

February 23
Linda Gondosh, author of Nobody Likes a Bratty Brother, is visiting our school March 3-6. In preparation for her visit, teachers in grades 1-6 are reading her book to their classes.

My second grade seems to love it. I stand in the middle, in the front. The children seem to identify well with the squabbling of the brother and sister in the story.

I have been watching Clayton. He's delighted with the action in the story. He smiles constantly. I didn't get to read Friday, and Clayton came up to me today and said, "Mrs. V., are you going to read the story?" I said, "What story?" He said, "Uh, uh - the brother one - you know." I said, "Oh, Nobody Likes a Bratty Brother?" He smiled and said, "Yeah, that one." I said, "Yes! Do you like it?" He replied, "Yes!" (Along with several other children, eagerly.)

Clayton brought the conference slip for a conference for his dad, which I filled out with the time and sent back home with Clayton. His mother didn't request one at this time.

Clayton finished his work today. As he brought it up, I noticed it didn't have his name. I said, "Something's missing." He smiled and said, "I'll be right back," as he got his pencil to sign his name.

His cursive was nice today. They copied sentences from the board.

He made 100 percent on his spelling test today.

February 24
Clayton had his homework today. He also had his lunch money. He brought his dad's conference slip back. His father wanted to change the time, which I did. I taped the conference slip to his desk so he wouldn't misplace it, as he does many of his papers. (He seemed to like this idea.)

Clayton talked and whispered the girl who sits in front of him. I ignored it for awhile, but eventually had to tell them to get busy. I was so happy to see him conversing at all.

Clayton hugged me as he went out the door to get on the bus today.

February 26
I had a conference with Clayton's father this evening. He said he was sorry he was late - I said that it was good timing as I was running late myself.

I had good things to say about Clayton. He was much improved since the beginning of the year, as he has been getting his work completed and bringing in homework - most of the time. I told him that there were a few problems: sometimes he doesn't sign his work, when he stays with dad he often doesn't bring homework, and forget to do problem number one on his assignments at times.

Clayton's father said he's noticed a remarkable improvement. He said from now on he will set a specific time for Clayton to do his homework - to see if it improves.

I told him that he was a "bright" little boy - that it definitely comes out at times. He said he realized that he keeps it hidden under a "bushel." He said he used to be the sole disciplinarian when he was living with Clayton's mother. He said he's trying hard to let up a little and to become closer to Clayton. (Remember - the father is an alcoholic, and perhaps he is harsh when he disciplines.) Maybe now we're headed in the right direction.

Also, dad mentioned that he often does things for Clayton because it's easier than having him do it - he's slow. (This could account for Clayton never completing an assignment for weeks at the beginning of the year, and last year.) He has come a long way.

March 4
Clayton returned to school today after being absent for two days. He approached my desk as I was taking up lunch money. "I have three things to give you Mrs. V. One is my note, another is my lunch money, and the other is my homework." I thanked him and asked him how he felt. He said, "I had three things wrong with me. One was my exzema. I also had an ear infection and strep throat." (His nose was stopped up and he could barely talk.)

I said, "You had a rough time of it, didn't you? I'm really glad you're back. I missed you sweet little face." He smiled and went to his seat and began his work.

During reading group he forgot his workbook. He soon found it and returned to the group. Today's story was titled Whirly Birds (Helicopters). He seemed to really like it. I told them about the jet that crashed in Washington, D.C., and how the helicopters saved several lives. He seemed to be sympathetic toward the people in my story; but he seemed to want to hear about it, as did the others. They discussed ways helicopters are useful.

March 10
Clayton returned to school after again being absent for two days. He really looked drained. His arms were completely broken out with exzema. I asked him if it bothered him as he scratched. He said, "Not too much, just when I get hot." Clayton was very quiet today.

March 11
Clayton came in this morning and began his work immediately. He came up to my desk when I called his name for lunch money. He brought his lunch money, his homework, his picture

money, and his office information card. I commented on the fact that he "had it all together" and that I was pleased. He smiled.

I asked Clayton the questions found in the back of this book later in the afternoon. We talked quietly by my desk as the other children watched educational television.

Mrs. Brown: Do you feel important in school?

Clayton: A little.

Mrs. Brown: Do you feel important at home?

Clayton: Yeah, I teach mom things. I teach her how kids feel about things. *(She's a teacher of first grade.)*

Mrs. Brown: How do your brothers treat you?

Clayton: Okay. They help me with things.

Mrs. Brown: How does your father treat you?

Clayton: Same as my brothers.

Mrs. Brown: How does your mom treat you?

Clayton: Okay.

Mrs. Brown: How does Mrs. V. treat you?

Clayton: Everyone treats me the same.

Mrs. Brown: Do you like homework?

Clayton: Sometimes I get too tired.

Mrs. Brown: Sometimes you don't sign your name on your work; why not?

Clayton: I wasn't used to doing it. It took me a while to get used to doing it.

Mrs. Brown: Do you like groups?

Clayton: Yes.

Mrs. Brown: Do you like me to ask you these questions?

Clayton: Kind of. *(He smiled.)*

Mrs. Brown: Do you get mad?

Clayton: Yes.

Mrs. Brown: Why?

Clayton: At my brothers. *(He smiled that same cute mischievous smile.)*

Mrs. Brown: What's your favorite thing to do at home?

Clayton: I don't know.

Mrs. Brown: At school?

Clayton: I don't know.

Mrs. Brown: Do you like our talks?

Clayton: Yes.

Mrs. Brown: Is there anything else you'd like to talk about?

Clayton: Sometimes I'm scared. You remember, I told you about my dad's girlfriend and how someone shot a BB through her car window and our living room window at dad's. *(I said "yes" and smiled.)* It still bothers me. I try not to think about it. I don't know what will happen next.

I tried to reassure him that it was probably some kids that didn't know how to handle a BB gun and shouldn't have had one. We talked about it for 15 minutes or so. He seemed happier. He said there were lots of kids living near his father with BB guns.

I asked him if he wasn't much happier lately than he was at the beginning of the year. He said, "Lots!" He smiled a very large smile.

I feel much better about Clayton. He's turning in his work. He's beginning to sign his name. He's bringing homework. He smiles a lot! He talks to me (teacher). He's never alone on the playground.

STUDENT CHALLENGE QUESTIONS

1. What is Clayton's relationship with his peer group?
2. Does Clayton feel responsible for his parents' divorce?
3. How does Clayton feel about his dad?
4. Does Clayton volunteer in class?
5. What does Clayton do at home?
6. What are Clayton's dreams?

CASE QUESTIONS/ISSUES

Immediately after reviewing the case, discuss these questions:

1. What role has alcohol played in Clayton's life?

2. What part of the case record is really a description of Clayton Smith? And which part is your generalized judgment about Clayton?

3. What factors color a teacher's perception of a student?

4. What judgment should be made about the wisdom of retaining Clayton in the first grade even though his test scores were above average?

5. How did Mrs. Brown's behavior toward Clayton change after she began to get to know him?

6. What preconceptions did Mrs. Brown have in regards to the causes of the difficulties in the Smith household prior to her seeking contact with both parents?

7. What developmental tasks, or what goals was Clayton working on, during the time that Mrs. Brown was studying him?

8. What obstacles did Clayton have to overcome as he worked on these tasks or goals?

9. What assets could he utilize as he worked on these goals?

10. What resources does the school need to assist him as he worked towards reaching these goals?

11. Should the teacher's endeavor to help the individual pupil make progress towards goals that are important to the individual, or should they restrict their efforts to promoting cognitive growth?

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SUGGESTED TEACHER EDUCATION COURSES

Educational Psychology
Understanding the Adolescent
Introduction to Education
School and Society

CASE DEVELOPED BY

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CASE 6

GENERATIONAL INTERDEPENDENCY OF GROWTH OUT OF ADDICTION

CASE SETTING

The young man came to the attention of the school when he began hallucinating during a lesson in history class on Adolf Hitler. His outburst against the Jewish people and his expression of sorrow at the death of Hitler caused the rest of the students to fear they would be attacked.

A check with the parents revealed that both the mother and father were drug addicts during their student days. From the early days of their marriage, use of drugs continued to increase. By the time they had had four children, the father, who had outstanding professional abilities and the highest moral standards on an academic level, wanted more thrills so he suggested "spouse switching." Due to his disturbed state, his wife feared staying at home. When she left, completely unannounced, the student felt abandoned and worried about how he had shared in his mother's departure. Since there was no shelter she could enter upon leaving home, she did not dare let anyone, including her children, know where she intended to go and hence she merely melted into the community.

At this time, the children had no supervision and began to drink whatever they could find at home. The children, two girls and two boys, ranged in age from six to twelve when she abandoned them to their unstable father. After some time, the father discovered her new whereabouts and the children learned from him that their mother had become a hooker in order to earn money and that she had begun taking heroin. One after another, the three older children started using marijuana.

After two years, the mother learned that her husband intended to leave town and desert the family, so she came home. The youngest was now eight years old, and his mother initiated him into smoking marijuana.

The youth was in his second year of getting high when his delusional activity aroused the teacher to the seriousness of his condition. Earlier, he had failed a number of specific courses, but this term he seemed destined to fail the entire year. When he was interviewed by the school counselor, he explained in a most offhand manner how he had grown into his present behavior. After an episode of delirium, his mother came after him with her sharpest butcher knife with the intention of cutting his throat to help him out of the situation. A neighbor heard the commotion and entered the house before the boy's slit throat would have caused him to bleed to death.

While he was in the hospital, the in-house staff arranged to provide him with therapy, but the boy found it difficult to relate to therapists. The fact helps to explain the offhand manner of his relations with the counselor.

Over the years, each of the older children moved from marijuana to cocaine. In order to keep the habit going, the girls became strippers and hookers, while the older boy became a pusher. Occasionally, when things were not going well, this older boy convinced his sisters to help him by pushing with their customers.

As the children reached maturity, the father would occasionally return with his new wife to visit them. By this time, he had given up wife swapping and his addictive habits, but he had not lost his vicious approach toward the children. On one Christmas, he returned to find the older boy in the hospital with a serious injury due to his attempted suicide. Rather than assisting the youth to gain self-respect and confidence, the father gave him a cold lecture on why he should not commit suicide, but that such an act was not at all a surprise to him, knowing he had always been such a rebellious child.

When the father had left the room, the son buzzed the nurse to get blankets to warm his seemingly frozen body and iced feelings. Nonetheless, this son as well as the other children continued to idolize the father and visit him as often as they could, strengthening their love-hate relationship. After each visit, the rejection and the coldness of the father showed in their behavior, but no one could make a point of the failings of the father to his children.

During this time, the younger son continued to go to elementary school but with almost no success. His hostile attitude turned off one teacher after another. His mother lost her original academic interest and did nothing to help the son to see the value of discipline and study. However, eventually the mother received treatment for her heroin and cocaine addiction and showed some interest in her son's future.

Now, she was as a bear coming out of its winter hibernation. She had to develop a new set of coping skills. This success angered her son even more. As long as she was caught in her addictions to heroin and cocaine, he felt superior to her; but when she conquered these, he felt doubly alienated. In this depressed state, he would repeatedly turn to suicide attempts to gain both his mother's attention and that of the nurses in his favorite hospitals.

CASE THEME

Seeking attention through suicide attempts and the need for counselor intervention in this type of situation.

CASE PROBLEM

The one ability which the younger son did not lose, despite his difficulties, was that of reading. This was his one superiority over the mother and one equality with the father. But beyond these, it was a link with a friend of the family who showed an interest in him. As long as he was reading, he felt he was in a world of his own making and freed from the distasteful aspects of his daily life. Therefore, a teaching strategy which would include building on this strength while lessening manifest and latent anger toward his mother and toward society might secure the most benefit.

Even reading science and history would enable him to move out of self-centeredness and his family into the world around him. Despite his hallucinations about Hitler, the love of history could be pursued without intensifying these by limiting his reading to earlier periods of history and avoiding political and military interests.

Due to the long-term experience of his father's hypocritically high moral standards, his desertion, and put down of the children, the younger son learned to let decisions occur without his involvement until he found that he had a natural aptitude for languages. In order to pursue

this interest, he had to stop letting things just happen and become involved in his own education. Nonetheless, he found that his emotional life was such that he frequently had to leave school for periods of institutional care. Only when he showed resolve to make decisions and control his anger was he allowed back into the school.

While he was gaining an ever-greater facility with language, his mother was reforming her life. During this long period of rehabilitation, she tried to restore parental relations with him. This meant that she was always vulnerable to manipulation as he would bring up her past faults in her own life and in relation to him and the rest of the family. When she would be successful in getting one of her offspring off drugs, she would have to free him or her from their other habits to keep them out of jail. The subject would keep these episodes in mind as ammunition to get his own way. When he watched the teachers in the same way, they would feel guilty rather than understand his long standing defense of himself from decisions and responsibility.

To return to his mother, usually the police would call her in the early hours of the morning when they had caught one of them in some offense. She would hurry down and convince the police that she would handle the problem with them. With a long dossier on each, the police knew that regardless of her own problems, she would go all out to help the one in trouble.

This dependency led the younger son to avoid decisions since he knew that in a pinch, she would pick up the slack. He also knew that the police had enough to worry about without him; therefore, he knew he could get away with a great deal before anything would happen. This caused him to become apathetic and listless except in the one area of reading. And this resulted in his making a second world parallel to his world of hallucinations into which he could slip whenever things became demanding. Hence he learned to lie in initial response to any difficulty and to use this as a method to guarantee his freedom from discipline.

When over time, each of his siblings found a job to make ends meet and stayed off drugs for longer or shorter periods of time, he would goad them to return to their old habits because he found abstinence easier than the others. As he challenged them to follow his example they would pit him against his mother, and his grandmother would side with them against him. They gave him a new weapon to use against his own mother. His taunts that her mother was spoiling the others would rekindle her hatred of her mother who had abandoned her as she had abandoned her children. On the other hand, when he went to develop this confrontation at home, the results were disastrous since the initial attempt on his life not only left an ugly scar on his neck, but on his self-confidence, too. He would worry that pushing his mother too far would cause her to break and he would be alone once again.

This fear caused him, just when he would be improving, to take more of whatever drug the psychiatrist had him on and he would have to be put in an institution or admit himself. Only as his friends kept tabs on how the particular drug affected him did the psychiatrist finally come upon the proper dosage and only as he established his ordinary duties as more enjoyable than the attention of the institution did he stick to his proper dosage day in and day out. One of his difficulties was the number of institutions which he had had to use.

His reputation in each would follow him in that particular institution so that he and the staff would fall back into self-defeating interactions as soon as he started to improve. It seemed that the staff wanted to make him suffer for what he had made them suffer. This interaction led him

to know just what abusive language would get their attention the quickest. Then he could use their faults against them, while they searched for worse ways to get back at him.

The school was not free of these interactions. When he could not take advantage of his mother, grandmother, or brother and sisters, he would take advantage of the teachers and counselor.

At present, the oldest daughter is married and experiencing wife battering to such an extent that she intends to separate from the man. Yet, she is doing extremely well in her position of helping others who are going through what she went through. The second daughter is quietly doing her job, now that she has divorced a husband who drank excessively. The oldest son is working well and has worked hard to establish healthy habits. His chief weakness, which entered into all of the relations above, is his overdependency on his grandmother.

Whenever things seemed to be shaping up, the grandmother found ways to use the spoiled son to arouse the other members of the family against one another. She resembles a spider which knows just when the web has been touched so she can empty her poison into all of those involved. Because she has a complete knowledge of everything which has taken place, she is in a position to make her brief intrusions more effective than one could expect. This antisocial behavior of the grandmother initiated the younger son's recent hallucinating in school. But they found an unusual help from the family on this occasion.

The members of the family had recently understood the ill effects of the grandmother's intrusions, and they decided to stand up against her and against any of the family who would side with her. Her abstinence from drugs seemed analogous to the fault of her son-in-law who gave up his habits yet kept his coldness and total abusiveness. She gloried in her lack of habits to have a hammer by which to club anyone who was on the way to health.

The development of decision-making ability can be used positively as well as negatively. Each family member knew the strengths and weaknesses of the others and how interdependent they were. This gave the youngest member of the family an opportunity to sit back and evaluate the decision-making behavior of the others, though he lacked insight into his own negative decision-making behavior. Only when he became interested in doing well in school in his area of aptitude did he find motivation to carry out his own decision-making on a solid basis.

STUDENT CHALLENGE QUESTIONS

How can the teachers and the counselor build upon his learning skills and interest in order to enable him to recognize his poor decision-making skills?

CASE QUESTIONS/ISSUES

1. What use can be made of the subject's awareness of the decision-making abilities of his brother and sisters?

2. What value would there be in using the mother's long-term remedial program as an example for him?

3. What harm would arise from using this example?

4. What dangers are there in instituting discussions about the difference between brother, sisters, and himself?

5. What value would there be in reviewing the contrasting forms of child desertion on the part of the parents and grandmother? What danger would there be in such a review?

6. His blindness is an indicator that he deceives himself and hence he has the basis for an underlying deception of others. How can this issue of deception be used for advising? Counseling?

7. How can the issue of deception be used in regard to teaching?

8. How would one conduct a parent-teacher conference in this case?

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SUGGESTED TEACHER EDUCATION COURSES

School and Society
Human Growth and Development

CASE DEVELOPED BY

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CASE 7

DRUG CULTURE AND THE NEIGHBORHOOD

CASE SETTING

The subject's family was known for its participation in the drug life of the area as well as the long history of bootlegging, but the authorities let things go. The reasons will be clear in the recounting of the life of her father and mother.

The father had joined the service at 17 and claimed the one thing this taught him was how to drink. Whenever there was a lull in the fighting, he and his buddies searched out the local source and spent as much time as possible high. When he was discharged, he decided to live at home and work as little as possible. Several blocks down the alley, he found the perfect source. This house not only sold his bootleg whiskey to the entire region, but the father of the family had a black book with some 450 names of the police and others who were on the take.

Upon his frequent visits to this house, he became more and more infatuated with the renter's daughter. She had married into the drug family in the adjacent city, but whenever things became brutal, she would come home for her father's protection.

The young man's family owned a good deal of real estate and he didn't have to work any more than necessary. His problem was to get money for his habit because his own family kept too sharp control on their money for him to be able to steal from them. Having watched the easy money the girl's father made from whiskey, he decided to do the same.

Instead of staying within their region, he went out into the suburbs where he was less known. Over time, he found that his business was almost equal to the girl's father's business, and he knew she had decided to leave her husband and bring her three children home for good. When he married her, he did not think of what these three were like. One was always sick and on the verge of death; one was an exceptional thief; and the third, the subject, was naive. The sick child required all of the mother's energy and caused the parents to fight over her on a regular basis. This freed the thief from supervision, so she timed her episodes on weekends when the father had knocked himself out except to shout at his wife, and the wife nursed her beers from morning through the long weekend. By Monday, the family was in a restless turmoil and quite often, they had to face up to a call from the police about their daughter.

Because they owned the black book of bribed officials, they would convince the judge, the police, and the juvenile authorities to let things ride. On those rare occasions when she would be imprisoned, she was able to con everyone in the system so she could enjoy her stay. Watching her grandparents and parents on every kind of drug and drink, she knew she did not want this route; therefore, she stayed clean and took whatever was around from drug sales.

She was able to get by with this, but she had to keep her naive sister naive. By convincing her that her parents were sweet, loving protectors who also happened to take drugs and drink, she was able to build the sister's habit from marijuana to cocaine. In this way, she was able to keep her from reporting her thefts to their parents.

Over time, the thief married and chose someone just like herself. Because they made a mistake of crossing a state line with a stolen auto, they did not have a honeymoon. And with this thieving sister gone, the other two had to face their lot. Each time the sick child could not stand to do so, she would take steps to bring her sickness to the point she would have to be hospitalized. While she was gone, her one remaining sister found it more difficult to hide her habit. When she was discovered, the family could not believe it since she was almost saccharine in her ways.

The counselor uncovered her source once her sister was no longer around to supply her. She had watched the young fellows coming for theirs from her parents. When they would leave she would take a long walk where she could be seen. Gradually, these fellows would share their needles with her in an adjacent park. After a few times of simple sharing, each fellow demanded her as a chaser. Eventually, she had to find parks farther and farther from where she was known.

Just as the counselor learned of her two-fold habit, she learned of her HIV infection. Because she had shared needles and had had sex with such a large number, she couldn't identify how this had occurred. When she discovered she was HIV positive, she reverted to her earlier sweet and naive manner. Her parents finally recognized that she had changed during a long period of time, and they admitted that she had lost her beautiful disposition, yet they knew their thieving daughter had not succumbed to their habits of using so they had had a slow awakening to her condition.

When she became aware that she could have brought about the infection in others, she faced up to each and told them what her condition was. Several of the fellows beat her up, but most took her advice and had themselves checked. None of them returned to tell her whether they too were infected.

Just as she felt she was on the way to recovery, she experienced two exacting shocks. Her younger sister had heard of what her two sisters were doing and her long-term illness turned for the worse. Several months later, she died. During the period of bereavement, the mother committed suicide.

But while she had lost her mother and two sisters, she gained a father. He took courage in her rapid stop once she recognized the swift move downhill. They gained much from the drug rehabilitation program. At first, they attended a meeting each evening. After three months, they were able to cut back to three times weekly.

CASE THEME

Counselor/teacher intervention in a drug-addicted family.

CASE PROBLEM

During this time, the counselor found it necessary to free her from many of her studies in order that she would not revert swiftly to what she had been as she had so recently changed from it. Likewise, she had to arrange for family counseling to keep the subject's father from returning to his lifelong habit. But the most difficult thing was to rekindle respect for authority in the subject. Once her naive view of reality had been stripped away, she recognized the hypocrisy she had lived from her earliest days.

Her decision-making ability had been affected by her sister's manipulation and by the males who had mutually used her. No one in her acquaintance had shown her an example of how to have a real basis for deciding even the simplest matters. All of them had acted to control those around them.

In order to build up her ability, the counselor had her report the example she experienced in her recovery program. Though she never divulged any names, she realized when others' stories exemplified valid decision-making. Gradually, she found something of a like power within herself.

STUDENT CHALLENGE QUESTION

What strategies should the counselor or teacher use to assist this family in developing new interaction patterns for community living? Success in school?

CASE QUESTIONS/ISSUES

1. How does the teacher develop knowledge of community/social problems?

2. How does the counselor plan a process for intervention with this client? Work with the family?

3. What can teachers do to assist children "at-risk" in this type of chaotic family life?

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SUGGESTED TEACHER EDUCATION COURSES

School and Society
Foundations of Education
Educational Sociology

CASE DEVELOPED BY

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CASE 8

ALEDA: DEALING WITH EMOTIONAL ABUSE

CASE SETTING

Aleda attends Lamonte Senior High School, which is located in a midwestern city with a population of 47,827 people. Industries located here range from building automobile engines to making cigars and neon signs. Poultry, egg, wheat, soybean and corn production are among the highest in the state and, often in the country. The city also provides the important financial, legal, and educational support necessary to maintain these vital industries. The student body is drawn from an even mixture of lower- and middle-class families.

Lamonte Senior High School is comprehensive, offering courses in college preparatory, general academic and vocational education. Programs for "at-risk" students include Occupational Work Experience, Alternate Learning Center, High School Intervention Program, and Network Program (a unique vocational education program for female students who are interested in exploring nontraditional careers and training opportunities).

Aleda's mother divorced her second husband and reunited with her ex-husband, who is alcoholic and abusive. Aleda has learned that the father she knew and loved is her step-father and the person she is beginning to know is her real father. She cannot bring herself to love her biological father because he gets drunk and abusive. The physical and emotional abuse are too much to endure for a twelve year old girl.

CASE THEME

Conflict in family relations, leading to juvenile delinquency.

CASE PROBLEM

It was a cold, winter night. The heavy snow fall, coupled with wind chill, made it even worse. The streets were dark and gloomy, except for the dim lights of Main Street. But nothing mattered to a twelve year old girl, who was walking aimlessly down the street, looking very sad, very scared, and very hurt. The place she called home was no longer a home for her. Instead, it had become a place of physical and emotional abuse, terror, and nightmares. The only way she could avoid that abuse was to run away from home. As Aleda got tired of walking, she decided to take shelter in an abandoned building. As she sat there lonely and scared, the past events began to flash in her mind.

Aleda was born in Ohio. She had a loving family, and she was especially fond of her dad. Because her father was in the military, they moved around the country. When her father was transferred to California, the family moved from Ohio. That was the beginning of the crisis. For some reason, Aleda's parents started drifting apart; petty fights, arguments over trivial matters, and quibbles became routine; which led to their divorce. Aleda and her mother moved back to Ohio.

Aleda was very unhappy about her parents' divorce. She loved her father and the separation depressed her. It was not unrealistic for a twelve year old to long for fatherly care and

affection. Before Aleda could recover from her parents' divorce, her mother's ex-husband moved in with them. This event led to a shocking turn in Aleda's life. She learned that her mother's ex-husband was her real father, not the dad she had known and adored all these years. The truth was painful. She felt as if someone stabbed her in the back. Added to this, her real father was alcoholic and abusive. All of these events led to Aleda's rebellion!

To Aleda, the only means of escape from abuse and physical violence was to run away. That seemed like a quick and reasonable solution: What she did not realize was that life away from home was not rosy and that running away from home at that age was illegal. She was taken back home several times by the authorities, but she continued to rebel. Her frequent attempts put her in a juvenile detention center for 108 days. All of these catastrophes affected Aleda's school work. She began to flunk courses. She lost interest in school and her truancy became a major concern for school officials. Her mother remained a passive observer to these events. Meanwhile, Aleda became pregnant with her boyfriend's child (another way to rebel against her parents). This drove her father crazy. He became even more abusive as Aleda's pregnancy progressed. Once again, Aleda ran away.

Aleda is now 17 years old and the mother of a beautiful daughter. Her boyfriend helps her take care of the child. She is enrolled in the Network Program, which is a program for females interested in exploring nontraditional careers. This program has rehabilitated Aleda to some extent, but not completely. She is on probation for truancy. She still lacks high motivation for studies, and she continues to skip school. As a result, her grades suffer.

STUDENT CHALLENGE QUESTIONS

1. Was there a relationship between Aleda's life events and her rebellion?

2. Should a child be protected from the truth?

3. Didn't Aleda's mother have a moral obligation to let her daughter know who her real father was?

4. Why did Aleda's mother remain a passive observer to her ex-husband's alcoholism and physical abuse?

5. What role should schools play in rehabilitating juvenile delinquents?

6. Can early identification of the problem in school help the victim?

7. How could have Aleda and her mother helped dad with his drinking problem and physical abuse? What alternatives did they have?

CASE ISSUES

Schools face a challenging role in today's society. Public schools are not just institutions of learning anymore; they are a sort of foster care for students. Educators have to assume tremendous responsibility in detecting and caring for problems that students bring to school. In this case, a successful intervention program at the school is helping her overcome delinquency.

CASE QUESTIONS

1. How can a teacher identify a troubled student?

2. How can the school get involved in preventing child abuse and neglect?

3. What would stop a child or youth from becoming a runaway?

4. Should the school counselor take the total responsibility in counseling runaways?

5. Is the teacher responsible for detecting abuse and reporting it to authorities?

6. What are the main issues in Aleda's case that are of most concern to you? Why are they of main concern?

7. What would you do to become more familiar with the issues pertaining to juvenile delinquency?

8. Would you interview teachers from elementary, junior, and senior high schools to find out if the problem of runaway youth is prevalent at all levels of education?

9. Would you be interested in finding out if there is a common factor that is causing children or youth to run away from home?

10. How does a parent-teacher conference help in these matters of concern? Or do these parents come to the conference at all?

11. Do you think that students' emotional and developmental problems make them susceptible to becoming juvenile delinquents?

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SUGGESTED TEACHER EDUCATION COURSES

Introduction to Education
The Teacher in School and Society

CASE DEVELOPED BY

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CASE 9

ROAD TO SUCCESS:
DID SCHOOL INTERVENTION MAKE A DIFFERENCE?

CASE SETTING

Mario attends Lamonte Senior High. The high school is located in a midwestern city with a population of 47,827 people. Industries located here range from building automobile engines to making cigars and neon signs. Poultry, egg, wheat, soybean and corn production are among the highest in the state and, often in the country. The city also provides the important financial, legal and educational support necessary to maintain these vital industries. The student body is drawn from an even mixture of middle- and lower-class families.

Lamonte Senior High is a comprehensive high school offering courses in college preparatory, general academic and vocational education. Programs for "at-risk" students include Occupational Work Experience, Alternate Learning Center, High School Intervention Program, and Network Program (a unique vocational education program for female high school students who are interested in exploring nontraditional careers and training opportunities).

Mario's parents are divorced. His mother got married again, and he now lives with his mother and stepfather. The emotional trauma of his parents' divorce and absence of a strong male role model affected Mario's behavior and studies. Truancy became routine to Mario. He did not listen to his mother or his stepfather. Friends became more important than family. Bad peer influence made him a truant, an unsuccessful student, and a trouble-maker in the eyes of law. He also became a father at the age of 15. Currently, he is enrolled in the high school intervention program, which has proven to be a positive setting and influence for Mario. He will be graduating from high school this summer.

CASE THEME

Effects of parents' divorce on children.

Role of peer pressure in "at-risk" students.

CASE PROBLEM

To an outsider, Mario is a regular, dark, handsome teenager who attends school, like any other teenager. However, Mario has a history: a history of truancy, poor grades, failures, misdemeanor, and early fatherhood.

Mario was born in the midwest. He lived with his parents and his sister until his parents got divorced. Mario fantasized about the reuniting of his parents until his mother's subsequent marriage. When his mother remarried, he felt a loss of a close relationship with her. The thought of sharing his mother with another adult made him uncomfortable. All these had a negative impact on Mario and he became unruly. This unruliness reflected in his behavior and studies. Truancy became such a problem that Mario failed two years in junior high. Mario had academic potential, but the factors affecting his environment made him an "at-risk" student. Added to this, he also fell into bad company; friends became more important than family. His

main support system during this period of adjustment was his own peer group. Like Mario, most of his friends were Hispanic, and he succumbed to peer pressure in order to fit in and to be accepted by his friends. What he did not realize at that point was that his friends were a bad influence. Bad peer pressure made him lazy, truant, and a trouble-monger. Mario, being a strong and independent minded person, did not regard his mother's advice or pleas.

Mario also got in trouble with the law once for shoplifting and was charged for a misdemeanor. But the peak of his immaturity and irresponsibility became evident when he got his girlfriend pregnant. At fifteen, Mario became a father.

However, a positive turning point in Mario's life was getting enrolled in the OWE program. This program is for students who are still interested in school and part-time work. Mario has successfully completed all the requirements, and he will be graduating this summer. The OWE program has made him a responsible individual who is willing to go out and make a living. His ambition is to give it his best shot at achievement and success. He also wants people to acknowledge his accomplishment. His future goals include finishing school, getting a diploma in welding, joining the Marines, and taking college level classes in welding so that he can get a good job and support his family.

STUDENT CHALLENGE QUESTIONS

1. Is there a connection between Mario's unruliness and his parents' divorce?

2. Did Mario repress his anger and fear because he did not accept his parents' divorce?

3. Did Mario's mother's remarriage cause more damage to the parent-child relationship?

4. Why do peers become more important when someone is going through a denial stage?

5. Can schools intervene in family matters?

6. How should schools handle truancy problem?

7. How can you as a teacher help a student like Mario who is smart but lazy and unruly? Can we put the entire blame on divorce or peer pressure?

CASE ISSUES

Children of divorce go through a painful process that includes several stages. These stages could be denial, guilt, anger, despair, and depression that may reflect in their behavior and studies. Schools have programs for "at-risk" students that will aid them in academic and vocational progress.

CASE QUESTIONS

1. Why is the "at-risk" populaton growing?

2. What are the factors that indicate "at-risk" students? Truancy, poor academic performance, bad behavior, negative attitude toward school, lack of motivation, need for employment, or juvenile delinquency?

3. Should there be a paradigm shift about high school students?

4. Should high school students have internships that will give them work experience and motivation to be valuable in society?

5. How successful are high school intervention programs?

6. What are the main issues in Mario's case? Why are they of main concern to you?

7. Are the events in Mario's life responsible for his disturbed adolescence?

8. Why do "at-risk" students become susceptible to early parenthood? Is there any way they can be educated on this issue?

9. Would you, as a teacher, be interested in finding out if there is a common factor that is affecting all "at-risk" students?

10. Do "at-risk" students come from at-risk families? How should the society get involved in these communities?

11. Can teachers identify "at-risk" students?

12. What can schools do? Can schools do it alone?

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SUGGESTED TEACHER EDUCATION COURSES

Social Foundations of Education
School and Society

CASE DEVELOPED BY

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CASE 10

PETE BOND: DEALING WITH A DEPENDENCY PROBLEM

CASE SETTING

The client, Pete Bond is an 18-year old senior in high school with a grade point average of 1.2. He has had special education classes with learning disability tutoring since he was in elementary school. Pete will be two credits short for graduation this year, thus he must decide on whether to come back to high school next year or drop out and work for a general equivalency diploma. He is not currently working and has not been able to hold a job for over two months before quitting or getting fired. He was adopted at the age of three months. His mother is a teacher and his father is a college professor. His biological parents are unknown. Pete has an older sister who is also adopted and who is in college. Pete was recently re-evaluated by the school psychologist and was determined to be achieving at his ability level. On the Wechsler Adult Intelligence Scale-Revised, Pete scored in the 16th percentile or low average range of intelligence (Verbal Score of 84, Performance Score of 87, Full Scale Score of 84).

Pete has difficulty following oral directions, disrupts others, has low motivation, is often quarrelsome, displays moods swings, and has difficulty accepting responsibility for his behavior. He has normal vision and hearing but has a history of visual perceptual problems and was treated for tracking and suppressing vision in his right eye. He says he "dislikes" reading.

Thus, Pete has had many anger management issues both in school and at home. He has been suspended from school for swearing at the teachers and leaving classes. He was suspended for smoking cigarettes in the restroom last year. He has had numerous truancies. This year, he was suspended for smoking hashish in the restroom. This last suspension led to police involvement along with his second inpatient treatment for chemical dependency. This treatment involved two weeks in an adolescent chemical dependency treatment center and one week in an adult chemical dependency unit. (He was transferred from the adolescent unit for failure to cooperate with his behavior modification plan and refusal to do any written work. He had willingly admitted himself for treatment.) Pete's first inpatient treatment stay was during his freshman year for alcohol and marijuana abuse. Pete's chemical dependency issues have been at the center of his leaving home after arguments with his parents and with his arrest this summer for shoplifting cigarettes. He is on adult probation and has had to perform community service by serving meals at a homeless shelter. His parents paid his court fees.

CASE THEME

Human relations and interventions.

CASE PROBLEM

The client sought counseling after his chemical dependency treatment. Upon returning to high school, he joined a weekly recovery support group facilitated by a counselor who also has seen him individually on a regular basis at school for four years. Pete and his parents were angry about the quality of care he received during this treatment because Pete was discharged early for not cooperating with the counselors or showing progress in working the program. Pete was also very negative about his outpatient aftercare counselor and program and eventually stopped

going to Alcoholics Anonymous because the meetings were "boring." Although Pete's anger is often focused on his counselor's teachers, principals, and probation officer, it is ultimately his parents who receive most of the anger. This is especially true if they accuse him of drug use, but it is also displayed whenever they make demands upon Pete. Along with being diagnosed as chemically dependent, he also meets all nine of the criteria described in the Diagnostic and Statistical Manual-III (Revised) as oppositional defiant disorder. He is most often seen at school as defiant, argumentaive, blaming, lying, and resentful - very negative. Although he often swears and threatens, Pete has never become physically violent. His anger and negativity do intensify when he is using drugs. His pattern for the past three years is abstinence from alcohol and other drugs for two to three months followed by a relapse into using for a week or two in which he lies about and does not admit when confronted even if evidence is found. He will then abstain again for a couple of months and the angry outbursts will subside to some degree.

A third diagnosis during his last hospital stay was for depression because Pete discussed feelings of hopelessness and seeing himself as a "failure" and a "loser." He was prescribed Prozac and is currently being monitored and counseled on an outpatient basis one time a week along with the recommendation for daily A.A. meetings for 90 days. He has had a recent relapse episode two weeks after dismissal from inpatient treatment. Pete left home after parental questioning about being high, stole prescription pills from a friend's father, took enough to cause him to black out, and then slept for three days. Again, the police were involved and he is being prosecuted. He is now back in school, compliant, and says his goals are to stay sober and to graduate from high school since he knows he was near death.

After numerous consultations with Pete's parents, teachers, and various counselors, his counselor does agree with all three diagnoses of chemical dependency, oppositional defiant disorder, and depression. His counselor also feels certain that the angry behavior is a central issue involving post-adoption syndrome and unresolved issues of abandonment. His counselor had brought the adoption issue up to Pete and his parents three years ago, but it was readily dismissed by Pete. His parents know little about his biological parents, but agreed that there is the possibility of unresolved abandonment issues as well as prenatal exposure to alcohol and other drugs. More recently, his counselor and Pete's parents discussed the possibility of his even being abused before adoption, but there is no means to document this theory. At this point, Pete's mother is described by his dad as near an emotional breakdown - often crying and self-blaming. Dad vacillates from wanting to "throw him out of the house" to protect mom's health to trying to prevent Pete from enduring the consequences of the legal and school problems. They are very nurturing parents who feel guilty because they feel they have failed to raise Pete successfully.

In summary, Pete has been receiving learning disability special education for years and has had some success in courses when he has been motivated to try. Numerous behavior modification strategies have been tried in school and in treatment facilities. Some of the more successful techniques involve kinesthetic learning, contracting for cooperation and compromising between Pete and any authority figure. Arguing, demanding, and confronting do little to change Pete's behavior. At this point, Pete is still willing to try to work with this counselor who is firm, but nonjudgmental in pointing out the reality of Pete's situation and the consequences which must be met. She has learned to not buy into his arguments, anger, or lies. Pete is continuing in outpatient counseling to deal with his depression and chemical dependency. He is going to A.A. meeting one to three times a week.

His counselor feels the back-up strategy is the continued efforts to empower Pete's parents. They are receiving counseling and are attending Al-Anon support group. However, they must learn all they can about post-adoption syndrome and come to realize that the most nurturing home environment cannot always compensate for the anger of abandonment. They have been advised to look into an attachment and bonding clinic and asked to read about adopted difficult children. They must also learn to disassociate and follow through with the consequence of requiring Pete to leave the home if he continues to use drugs. In conclusion, his counselor sees this process of empowerment for Pete's parents as long and difficult. They have learned that arguing does no good, but still have difficulty in not intervening with the consequences of Pete's behavior. His counselor unfortunately believes Pete's anger and consequent misbehavior will continue to lead him into legal troubles until he is finally jailed or perhaps until he overdoses.

STUDENT CHALLENGE QUESTION

How do the issues of adoption, anger, and present family relationships impact on Pete's continuing involvement with drug abuse?

CASE QUESTIONS/ISSUES

1. How would you, as a school counselor, intervene with Pete?

2. How would you, as a teacher or counselor, conference with Pete's parents?

3. How would you, as a teacher, work with Pete in the classroom?

4. What specifically would you, as a teacher, do to motivate Pete?

5. What specifically would you do to address his anger in the classroom?

6. What issues in Pete's life do you see that need to be addressed in his therapy?

7. What vocational training do you think would be appropriate to suggest for Pete?

8. What would better prepare you, as a teacher, to learn to work with students such as Pete?

CASE REFERENCES

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SUGGESTED TEACHER EDUCATION COURSES

School and Society
Foundations of Education
Human Relations for Teachers
Guidance in the Classroom

CASE DEVELOPED BY

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SUPPLEMENTAL INFORMATION FOR CASES 11, 12, and 13

The following three cases confirm that today's social and economic conditions are hurting large numbers of American families at a phenomenal rate. Poverty, the increase in child abuse, and neglect are all contributing factors propelling children into out-of-home care. It is essential, as educators to remember:

1. Reporting child abuse, suspected or confirmed, is an ethical and legal responsibility. Educators need to recognize children who come from abusive homes and follow the proper method of action to help these children.

2. Understanding the foster care situation and the effect it has on the foster child will assist educators in effectively communicating with parents regarding these children and their special needs.

3. It is also essential for educators to know the laws governing foster parents and the limitations those laws place on them. Educators, cognizant of these laws, can work with the foster parents to help the child feel more comfortable both at school and at home.

4. With our highly mobile society, children often find themselves home alone. Lessons on self-care (i.e. safety, healthy snacks, productive activities) should be basic in our curriculum. These lessons are essential since most children will be home alone without adult supervision or guidance sometime in their lives.

5. Since the majority of foster children come from abusive families, it is imperative that educators teach the dangers of substance abuse to prevent future generations from becoming substance addicts.

6. Teaching children to set and accomplish goals will give them individual self-worth and build their self-confidence. Consequently, children will develop positive attitudes that will affect how they handle different situations throughout their lives.

7. It is important for educators to take an interest in the lives of all students. Children need to know they can come to teachers when they feel there is nowhere else to turn. This can be particularly beneficial to a child who is being abused or neglected at home.

8. By being open, sympathetic, and observant, educators can attempt to prevent and diminish the rapid growth of child abuse and neglect that endangers the lives of so many children. The children who have slipped through the fingers of their parents must be assured that they will not slip through the fingers of society.

CASE 11

MOLLY: A NEED FOR EMOTIONAL SECURITY

CASE SETTING

A birthday party was under way in the old home. The entire family was enjoying the merriment and good times. A father sat in front of the full-length mirror, his nine year old daughter on his knee. It was the daughter's aunt's birthday party, but the daughter knew she was not about to miss out on any of the fun. As the aunt opened presents, the father made faces in the mirror and the daughter giggled. The family laughed at the daughter's sweet sound. The father made rabbit ears over the daughter's head, the daughter made moose antlers on her father's head, and the family joined the father and daughter in laughter. There was an obvious closeness between the father and daughter, not unnoticed by Molly.

In the corner, Molly watched the family celebrate the birthday and watched closely the actions of the father and daughter. Although sixteen years old, Molly was a newcomer to this family. For a little under a year, Molly had lived in the old home with her new foster parents. Now, Molly sat and watched the father and daughter, the rabbit ears and the moose antlers, and the laughter and giggling. A tear gently rolled down Molly's cheek. She made it into her bedroom before a flood of tears tried to drown the memories of Molly and her father, the rip of the belt and the darkness of the hall closet, the screams and the pain. Molly grabbed a batch of tissues and looked in her mirror.

CASE THEME

Molly's own family did not find reasons to celebrate her birthday. As the oldest of six children, Molly was the caretaker of her brother and sisters, while her mother and father found escape from their welfare lifestyle through alcohol and drug abuse. As early as age six, Molly was in charge of diapers, cleaning, and even meals. Molly could not always handle the responsibilities of child rearing, and mistakes were made. Molly's father thought mistakes should be punished and felt severe, corporal punishment was the appropriate action. The belt would snap the air on its path to Molly's back; the closet held Molly in the darkness for hours at a time. Molly's mother thought her husband knew best and often scolded Molly for getting on her father's nerves.

School was an escape for Molly. From 7:30 a.m. until 3:30 p.m., Molly could live in the times of European scholars, read the literature of the kings and queens, and throw herself into mathematical equations that had troubled even Einstein. Teachers from the grammar school thought Molly was one of their brightest students; it was unfortunate she was so prone to falling down the stairs at home. Grammar school homework was finished quickly on the bus ride home or with the flashlight that was hidden in Molly's special place for in-bed studying. As her brother and sisters advanced into grammar school, Molly was told by her father, between the drinks of cheap bourbon, that she was in charge of her sibling's homework as well. A good grade for Molly and a bad grade by a sibling could only mean Molly was not doing her job. The belt would make an appearance, the closet would be occupied again.

Molly moved on, with honors, to junior high school. The work was a bit harder, and there was more homework. But Molly carried on. The bus ride was a little longer in the afternoon, and

the flashlight was still her nighttime companion. Junior high extra-curricular activities for Molly were out of the question. There were washing and cleaning and children to care for at home. Still, Molly's grades stayed in the honor's category. The junior high school teachers thought Molly was one of their brightest students; it was unfortunate she was so prone to falling off her bike at home.

Molly's high school life began with a new issue...a boy asked her to a September dance. Molly was thrilled, but deep down she knew the answer. Weekends in her home meant her mother and father climbed into a new bottle or needle, and Molly ran the household. From the loads of laundry and dishes, to her sibling's school work, to avoiding her father's wrath, Molly's weekends were pretty full.

But this boy was someone special, so Molly finally decided to ask her mother. She finished her homework on the bus ride and hurried up the sidewalk to the house. She found her mom in the kitchen and asked the question. Molly was told by her mom, between drinks of cheap wine, to go ask her father. Molly knew when she asked the question that this would be the answer, but she had tried mom first anyway. The father was in his front room lounger watching Hollywood Squares, slowly sipping an off-brand beer. Molly waited. She had learned before not to interrupt when a contestant was about to block the middle square. Finally, a commercial came on the screen. Molly wasted no time. She asked the question.

The pain across Molly's face combined with the darkness of the closet added to her confusion. She wondered why her father thought she was a slut. She wondered why her mother would allow her to be treated this way. And she wondered why she was living this life of hers. What had she done to be punished this way? Molly wept in the closet, hoping the next morning and her school bus would arrive as soon as possible to help her escape this life for awhile.

Molly arrived at school in the morning, and her teachers consoled her for the nasty marks from the car wreck. All the teachers, except one. Sharon, the high school vice principal, suspected something was not right with Molly's story. Car dashboards run across the car, not roof to floor; and Molly had said she had on the seat belt. Sharon remembered a few weeks back to the first week of school when she saw the pretty new sophomore with the nasty gash on the back of her neck that disappeared down into her sweatshirt. So Sharon sat down at her computer and called up Molly's file. Molly's grades were wonderful. Molly had no club memberships, no sports participation. Nothing was out of the ordinary in Molly's medical history. Molly's absence record was good, only about five missed days a year. But Sharon was a part of the new computer world, and the records in front of her gave the absent dates. A quick press of the right buttons, and those dates showed something in common. Every absent date was a Monday. No exceptions. With other buttons pressed, Sharon had comments from past teachers. Molly seemed accident prone. The press of some other buttons gave Sharon the names of all of Molly's junior high and grammar school teachers. Picking up the phone, Sharon began a search into the darkness.

Molly sat in the outer office for a long while, wondering why the vice principal wanted to see her. Molly couldn't be in any trouble. She enjoyed school and was never a problem. As Molly looked at the clock, she reminded herself to get a note for home to explain her lateness. Sharon's door opened and Molly looked into Sharon's eyes. These eyes looked sad. Molly noticed a tear in the corner of one eye. As she looked into the vice principal's office, she saw her mother looking back at her. Her mother's eyes were red. With her mother sat the school nurse, handing her

tissues. A man and a woman with briefcases stood at the desk looking at Molly's mother. The woman turned to Molly and softly told her to come into the office. Molly looked back at the vice principal into eyes that showed a feeling Molly had not seen in a long time. A tear appeared in Molly's eye. Molly's mother began to cry. Molly and Sharon looked at each other for what seemed like an eternity. Sharon finally held out her hand to Molly. Molly slowly stood, looked at the hand, then back into Sharon's eyes. Molly took Sharon's hand and went into the office.

Molly looked away from the mirror and dried her eyes, and she heard more laughter come from the party downstairs. The tears that had moistened Molly's face were now tears of joy; the joy of realizing that bad memories were a thing of the past, and that good memories of the present were Molly's future. She rushed back down the stairs of the old home, to where the father and daughter were playing in front of the mirror, to where her foster mother was opening her presents. Molly took a seat next to her foster mother and held the pretty bows that were removed from Sharon's gifts. Molly and Sharon looked at each other for what seemed like an eternity. Every single day was a new gift for Molly and Sharon. A new life, a new family...a new beginning.

CASE PROBLEM

Without drifting too far away from Sharon's foster care situation, Molly's child abuse in the case study is common in today's society. By law, a teacher has the responsibility to report suspected neglect or abuse of a student. In fact, most state laws hold the teacher liable for NOT reporting cases. All educators need to know the do's and don't's for handling child abuse. But since this paper deals with Sharon and the foster care situation and leaves the subject of child abuse to another cooperative learning project group, I will be brief on the abuse aspects. I can only suggest an important manual for all educators, found in most college libraries entitled: The Educator's Role in the Prevention and Treatment of Child Abuse and Neglect. This manual covers definitions, legal issues, ethical issues, recognition of child abuse in the classroom settings, financial support assistance, and other key information. But the important fact to remember is: The teacher has an ethical responsibility and legal obligation to report child abuse.

STUDENT CHALLENGE QUESTIONS

1. When does the teacher offer more than a shoulder and an ear?

   Molly's case is rare. Usually a vice principal who reports a case of child abuse does NOT become that child's foster parent. But something between Molly and Sharon clicked immediately. Luckily, Molly's mother was agreeable, all the agencies involved were agreeable, and Molly's father felt the pressure from his wife to agree to the situation.

2. But, was Sharon out of line?

3. What does Sharon do the next time she discovers abuse?

4. How many children can Sharon take into foster care in her home?

5. When do teachers draw the line on helping?

The answer to these questions is simple: Each case is going to involve different problems, concerns, and solutions. A teacher will offer a tissue, a shoulder to cry on, an ear to talk to, or a home to live in depending on each individual situation. Molly and Sharon felt a chemistry that one may not feel with a student. No one is suggesting that you turn your house into a foster home for abused students, on the pay you are going to be receiving that is a pretty impossible task. But to offer solutions to the student is another matter. Molly is a rare case, she excels in her school work. Your concern as an educator should be: Most abused children are not learning in the classroom.

> Research has indicated that abused and neglected children often display significant learning problems and below grade level performance in key academic areas. If schools are truly to teach, they cannot ignore the reasons why children cannot learn. Dyslexic children or children who are mentally impaired or physically handicapped are given special attention by the schools in an effort to enhance their learning. Indeed federal law requires that schools provide education for these children. The abused or neglected child is entitled to no less (The Educator's Role in the Prevention and Treatment of Child Abuse and Neglect, pg. 7).

CASE QUESTIONS/ISSUES

1. Did Sharon have a duty to investigate her suspicions?

2. Were there legal repercussions for Sharon if she did NOT report child abuse?

3. Identify obvious conditions and problems that were in Molly's home.

4. Identify hidden problems that were in Molly's home.

5. Are there other issues that need to be addressed to help Molly's family?

6. Place yourself in the position of one of Molly's grammar school teachers. Do you believe that you would have been on top of Molly's situation? Why or why not?

7. What pro's and con's should be considered with Sharon becoming Molly's foster mother? Explain each listing.

8. Are Molly's problems behind her? Why?

9. Are Molly's mother and father victims? Why?

10. What are Sharon's legal responsibilities as Molly's foster parent/vice principal?

11. Should Molly's grammar and junior high school teachers be held liable for not reporting Molly's case? Should a teacher assume the worst when a child arrives at school with bruises and bandages?

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SUGGESTED TEACHER EDUCATION COURSES

Social Foundations of Education
Psychological Foundations of Education
School and Society

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CASE 12

THE SMITH'S: A FAMILY IN TRANSITION

CASE SETTING

When children are taken from their home because of abuse or neglect and placed into foster care, they must become acclimated to a new lifestyle. These children must make many adjustments; there are new people, new rules, and new values to incorporate into their everyday lives. But what adjustments does the foster family have to make?

CASE THEME

This case explores how the family unit is affected by having foster children in the home. The Smith's reflect a normal middle-class family lifestyle. The father (a Southern Baptist pastor), the mother (a church's daycare center worker), and two sons (a twelve-year old and a seven-year old) compile the Smith family. During the last four years, the Smith's have taken in 11 foster children. Most of them have been girls, but the last three have been boys. Currently, there are two foster boys in the home.

According to Mrs. Smith, being a foster parent is "extremely frustrating and stressful." Anytime a new member enters the family unit, the stress level goes up, and many adjustments have to be made; more food must be bought and prepared, more laundry must be done, and in Mrs. Smith's case, she must deal with a chronic bed-wetter. Family vacations are almost an impossibility. Also, the family loses privacy, especially with teenagers around.

When foster children enter a new home, the potential for abuse always exists. Sometimes natural children suffer abuse from foster children, because the foster children may have a history of abusive situations. The Smith family had to deal with an incidence of such abuse. Approximately nine months ago, a twelve-year old foster boy living in their home sexually abused the Smith's seven-year old son. To make matters worse, the county agency would not remove the foster child from the home. The offender was removed only after the local sheriff found out about the incident. Occurrences, such as this, greatly affect the family unit. The parents feel guilty for opening their home to the foster child, and their seven-year old has suffered emotional trauma. All the anger surrounding the foster boy's actions caused psychological discomfort in the family unit.

The Christian church plays a major role in the Smith's lives. As foster parents, they deal with foster children with non-Christian values; who use foul language; who have few, if any, morals; and who, in most cases, have very little discipline. In the area of discipline, the hands of the foster parents are tied. The state mandates that foster children be disciplined by being placed in the corner for one minute for each year of their age. This kind of discipline does not work with all children. According to specialists, the most effective form of discipline depends on the foster child. Foster parents need guidance in effctive discipline techniques. Having limited authority, in regards to discipline, prohibits foster parents from spanking. So, if both a foster child and natural child get into trouble for the same reason, the natural child could be spanked if that is appropriate discipline, according to the parents. The natural child would feel unjustly treated since the foster child did not receive the same punishment.

Having foster children in the home takes a toll on the family, including stress on the parents. For example: The Smith's lost sleep fearing what their foster child might do during the night. An example of the high stress caused at the Smith home occurred when Mrs. Smith sent her twelve-year old son down to wake his father. Flashing back to the past, Mr. Smith almost hit his own son with his fist, because he thought it was one of the previous abusive foster children. On another occasion, the Smith's housed a young girl for nine months. It was a very trying time, an emotional roller coaster. Finally, the girl was removed from the Smith home. But for the next week, Mrs. Smith found her entire body tensing up around 2:00 each afternoon, the time the young girl usually got home from school. She realized her anxiety occurred in order to prepare for an inevitable battle with the girl. Mrs. Smith had to learn to relax again.

Foster children sometimes come into a home with high expectations. They believe they are going to be loved, and no one is going to get angry or yell at them. It takes time to form bonds with foster children. When foster and natural children live in the same home, a parent may not always make things perfectly equal with all children. Mrs. Smith feels equality caused further stress and that natural children need to be assured regularly that the family unit still remains intact. Occasionally, no bond is formed with the foster child because of personality conflicts. Sometimes, circumstances are so tense that the foster families cannot wait for the weekend, because the foster children ususally make home visits.

The Smith's twelve-year old son sees advantages and liabilities to having foster children in the home. He likes having someone new around to talk to and play with, but finds it hard to have a complete stranger living in his home. Since some foster children display bad tempers or come from a violent home, he has to be very cautious of what he says and does. A playful wrestling match could easily turn into an ugly fist fight.

Mrs. Smith does not recommend foster parenting for everyone. It is stressful and frustrating, but it can also be rewarding. Of importance to remember is that foster children are not the only ones affected by the changes in their lives. The lives of the foster family are affected as well.

CASE PROBLEM

As future educators, it is important that we understand the laws and restrictions governing foster parents. The foster care agency, Youth Engaged for Success, gives a list of the following restrictions to their potential foster parents:

1. Foster parents must obtain permission, from the natural parents, to take foster children across county and state lines.

2. They may not use any type of physical punishment (i.e. spanking). The agency suggests that parents take away privileges or give time-outs.

3. Foster parents must get permission to cut the child's hair.

4. The foster children can not be forced to attend church.

5. The foster parents are responsible for cultural and recreational activities that expose the foster children to their own culture.

STUDENT CHALLENGE QUESTIONS

1. How, as educators, can we help natural and foster children adjust to their new situation?

2. How, as educators, can we make sure that we are consistent and fair with discipline in the classroom?

CASE QUESTIONS/ISSUES

1. Considering the legal restrictions placed on foster parents, what household rules could the Smith's set to make things seem more fair to their natural children?

2. What questions should the Smith's ask the agency to avoid being assigned abusive foster children?

3. What are the alternatives when a foster child gets abusive?

4. Do you think it is beneficial or detrimental for the Smith's to take in foster children?

5. What are alternative methods of discipline that can be used with foster children?

6. If you were a child, how would you feel having a foster child in your home?

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SUGGESTED TEACHER EDUCATION COURSES

School and Society
Multicultural Education

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CASE 13

LAUREN: A RAINBOW OF CONFLICT

CASE SETTING

It was the first day of school at Urkel Elementary, and all the students were anxious to see their friends again after the long summer break. Like the other students, Lauren, a fifth grader, had an enjoyable day. She seemed depressed as the end of the school day drew near. It was as if she did not want to return home.

Lauren grew up in a home scorched by alcohol and gambling. During her first year of school, her father began to gamble on baseball. It was not a big problem at the beginning, but her father's bets began increasing until he was betting about $1,000 a night, five days a week. After a night of winning, he would come home to drink and celebrate. On a night of bad luck, he would come home to drink and forget the money he lost.

Being only five years old at the time, Lauren didn't understand why her father would act "weird" some nights, sometimes to the point of forgetting her name. One such night, she heard her mother and father arguing. Her father was acting "weird" again. He hit Lauren's mother several times, until she laid still, blood covering her face. A few days later, Lauren asked her mother what happened and why daddy hit her so much. Lauren was told that "her daddy didn't mean it" and "to just forget it."

After that night, things got worse for Lauren. Her father continued to beat her mother and at times beat Lauren as well. Her father's betting diminished all of their savings, and they were headed for ruin. One day, a strange man came and told Lauren she was going to live with a new family for a while. Lauren knew the move had to do with the beatings she had taken the last five years.

Lauren now lives with a foster family but feels strange in her new environment. She doesn't like to go home after school because she is left alone. Her foster mother and father both have full-time jobs and her foster brother is away at college. Lauren had never been alone in her home for more than an hour; now that school has started, she is alone for three hours every evening.

Since no one else is home, Lauren assumes a lot of responsibility that most children do not. She has to carry a key to her house without losing it. She must fix herself an after school snack that will hold her over until her foster mother can get home and fix supper. Besides these responsibilities, she also needs knowledge to ensure her well-being while at home alone. Much of this knowledge can be taught in school.

CASE THEME

Lauren is just one of the millions of latchkey children in America today. Although not every child in school will be a latchkey child sometime while growing up, it is likely that every child will be home alone sometime or another. For this reason, teaching some necessities of self-care at home can be taught in school at approximately the fourth grade level.

According to the Instructor (February), there are nine basic areas that children should be familiar with if they are to be home alone:

1. A student must be able to keep a key in a safe and unexposed place the whole day.

2. Most kids make contact with strangers on their way to and from school and while outside playing. They need to know what to do when approached by a stranger.

3. Children need to be able to spot signs of burglary or forced entry of their home.

4. Knowing how to handle phone calls from strangers and obscene calls is crucial.

5. Knowledge of fire safety can save the child's life. They must know the difference between electrical fires and grease fires and what to do in case of each.

6. It is important that they're able to handle small emergencies, like an overflowing toilet.

7. First aid should be a familiar topic, since most suffer minor burns, sprains, cuts, scrapes, animal bites, and nosebleeds.

8. Good, healthy, nutritious snacks should be encouraged.

9. Finally, learning to face and conquer fears should be openly discussed with children.

STUDENT CHALLENGE QUESTIONS

1. How would you, as an educator, teach students the keys to being home alone?

2. How can you help children, like Lauren, learn to feel safe at home alone?

CASE QUESTIONS/ISSUES

1. What fears, if any, do you feel Lauren possesses besides being home alone?

2. Identify factors of Lauren's past that may lead her to feel unsafe in a new environment.

3. Are there alternatives Lauren's foster parents could take to minimize her fears?

4. Besides similar scenarios, how could the issues outlined in this case be made clearer to fourth graders?

5. Have you heard of a case similar to Lauren's in the last five years?

6. Should teaching children about safety at home alone be taught at home or school?

7. How is a latchkey child most easily identified?

8. If a latchkey child told you they are lonely after school, what can you tell them?

9. Are Lauren's fears about being at her new home alone related to her childhood?

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SUGGESTED TEACHER EDUCATION COURSES

Guidance for the Teacher
School and Society
Counseling Young Children

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